DOCUMENT RESUME

ED 229 260 SE 041 542

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TITLE Assessment Administration Guide. Indigenous Mathematics Project. Working Paper 3.
INSTITUTION Indigenous Mathematics Project, Port Moresby (Papua New Guinea).
SPONS AGENCY Papua New Guinea, Dept. of Education, Port Moresby.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE Apr 80
NOTE 112p.; For related documents, see SE 041 540-555.
PUB TYPE Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Cognitive Development; Cross Cultural Studies; Curriculum Development; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematical Vocabulary; Mathematics Achievement; *Mathematics Curriculum; Quantitative Tests; Reading Achievement; Reading Tests
IDENTIFIERS *Indigenous Mathematics Project; Mathematics Education Research; *Papua New Guinea

ABSTRACT

The assessement materials described in this report were used by the Indigenous Mathematics Project to document various achievement and cognitive development factors at five sites in Papua New Guinea. The achievement instruments are criteria-referenced and consist of the Primary Maths Achievement Test, The Test of Arithmetic Skills, and the reading and dictation tests. There are also seven cognitive assessment tasks, assessing visual memory, M-space, class inclusion, conservation of number, logical classification, seriation (double), and conservation of length. Instructions for administration and a list of materials needed are provided for each instrument. The appendix contains the data collection sheet, a coding sheet, and each achievement test. (MNS)

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# INDIGENOUS MATHEMATICS PROJECT

SE041542

# ASSESSMENT ADMINISTRATION GUIDE

Randall J Souviney

Working Paper 3
April 1980

## THE INDIGENOUS MATHEMATICS PROJECT

This series of working papers and research reports has been published to provide a comprehensive source of documentation on research and development efforts associated with the Indigenous Mathematics Project. The Project was established in 1977 by the Government of Papua New Guinea to investigate various aspects of traditional mathematics development. During the first phase (1977–79) of the five year program, basic research in crosscultural cognitive development was carried out and indigenous counting, classification and measurement systems used throughout the country were documented. During the second phase of the project (jointly funded by the Department of Education and UNESCO), pilot instructional materials were developed and trialled. The intent was to assess the feasibility of utilizing complementary aspects of indigenous and Western mathematics as a basis for developing culturally relevant student materials, instructional aids and teachers' guides which reflect the practical constraints of the community school environment. The results of IMP work are intended to inform future curriculum development in an effort to provide more appropriate instructional materials and learning aids for Community Schools throughout Papua New Guinea.

Series Editor: Randall Souviney
Managing Editor: Jacquie Wathen

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The assessment materials described in this report were used by the Indigenous Mathematics Project to document various achievement and cognitive development factors at five sites throughout Papua New Guinea. The achievement instruments are criteria referenced and therefore relative success should not be interpreted in a normative sense.

## MATERIALS

I. Achievement Tests

1. Primary Maths Achievement Test (PMAT)
   a. One test per child (consumable)
   b. Pencil

2. Test of Arithmetic Skills (TAS)
   a. One test per child (consumable)
   b. Pencil

3. Reading Test and Dictation (EW/77 and BA/80)
   a. One test per child
   b. One dictation form
   c. Tape player and pre-recorded dictation cassette
   d. Pencil

II. Cognitive Assessment Tasks (use Data Collection Sheet)

1. Visual Memory
   a. Array board (3 x 4)
   b. Twelve small objects (coin, seed, leaf, pebble, key, shell, stick, peanut, match, pencil, chalk and bamboo section)
   c. Number cards (1-12)

2. M-Space
   a. Mr. Kiri test books
   b. Coding Sheet (back of Data Collection Sheet)

3. Class Inclusion
   a. Eight pig tusks or dog teeth (Andra)
   b. Four arm-bands

4. Conservation of Number
   a. 20 1-toea coins

5. Logical Classification
   a. Four pre-training sticks (blue and red)
   b. Eight sorting cards (birds-of-paradise and arrows)

6. Seriation (double)
   a. Array board (3 x 3)
   b. Set of nine rods

7. Conservation of Length
   a. 2 equal pieces of pitpit bamboo (locally collected)

## INSTRUCTIONS FOR ADMINISTRATION

Primary Maths Achievement Test

Read the instructions and test items before beginning the test session. Each students will need a pencil. Spare pencils should be avaiable as well.

1. Distribute a pencil and a copy of the test to each student. Write the name of the school on the board if possible.

2. Read the following instructions.

> Please put the papers on your desk. Don't touch them until I tell you. You are going to do some maths problems. I want you to write your answers on the papers we just passed out.
>
> Look at the front page. Find the line at the top. It says NAME. Write your name on the line. Write the name on your school on the next line. Write your standard (grade level) in the box in line 3. Put an X in the right box to tell if you are a girl or a boy.

3. Wait until everyone has completed writing their name, school and standard (grade level).

4. Read the following instructions:

> Look at the two bananas in the first box. Put an X on the biggest banana. Did you put an X on the big banana? Do you have any questions.
>
> Look at the pineapples in the second box. Count the pineapples. Put the number in the circle. There are 4 pineapples. Did you put the number 4 in the circle? Do you have any questions?

5. Make sure you answer any questions.
   Caution the children to do their own work.
   Have them cover their answers as they complete each problem.

6. Read these instructions:

> I will tell you what to do for each problem. You will put your answers on your papers.
>
> Now turn the page.

(Allow about 30 seconds for each of the following 30 questions).

Find problem number 1.
Look at the two pencils.
Put an X on the longer pencil.

Find problem number 2.
Look at the pictures of a leaf and a coconut.
Put an X on the heavy one.

Number 3
Find the house.
Put an X inside the house.

Number 4.
Find the pig.
Put an X under the pig.

Number 5.
Look at the two lots of pineapples.
Put an X on the bigger lot of pinapples.

Number 6.
We drew an arrow from the "2" to the two pineapples.
Draw three more arrows from each number to the right picture.

Number 7.
Count each lot of peanuts.
We wrote "2" on the first lot.
Write the number on each lot.

Number 8.
Look at the number 4 in the box.
Think of a number 1 - more than the number in the box.
Write the number in the circle.

Number 9.
Look at the number in the box.
Think of a number 1-more than the number in the box.
Write the number in the circle.

Number 10.
Look at the number 6 in the box.
Think of a number 1-less than the number in the box.
Write the number in the circle.

Number 11.
Look at the number in the box.
Think of a number 1-less than the number in the box.
Write the number in the circle.

Number 12.
Look at the four pictures.
Two pictures are the same.
Put an X on the pictures that are the same.

Number 13.
Look at the 3 pencils.
Put the number 1 on the shortest pencil.
Put the number 2 on the pencil that is next longest.
Put the number 3 on the longest pencil.

Number 14.
Look at the pictures.
Count each lot of peanuts.
Put the number 1 on the smallest lot.
Put the number 2 on the lot that is next biggest.
Put the number 3 on the biggest lot.

Number 15.
Look at the numbers in the box.
Put a circle around the bigger number.

Number 16.
Look at the numbers in the box.
Put a circle around the smaller number.

Number 17.
How many bananas altogether.
Write the answer in the box.

Number 18.
How many bananas altogether?
Write the answer in the box.

Number 19.
Look at the spear in the box.
Put an X on the spear that points in a different direction from the others.

Number 20.
Look at the three pictures.
Put an X on the one that holds the most water.

Number 21.
Look at the clock.
What time does it show?
Write the answer in the box.

Number 22.
Look at the two leaves.
Put an X on the leaf that covers the bigger area.

Number 23.
The picture in the box stands for a number.
Write the number in the place-value table.

Number 24.
Look at the number 16 in the place-value table.
Draw a picture of 16 using 10-rods and singles.

Number 25.
Work out these three addition problems.

Number 26.
Work out this subtraction problem.

Number 27.
Look at the three shapes.
Put an X on the shape that shows $\frac{1}{2}$

Number 28.
Look at the three shapes.
Put an X on the shape that shows $\frac{1}{4}$

Number 29.
Look at the three shapes.
Put an X on the shape that shows $\frac{1}{3}$.

Number 30.
Look at the pictures in the box.
Put an X on all the fruits.

You will have to read the rest of the problems yourself. Write your answers on the papers. Some problems may be too hard for you. Don't worry. Just leave them and go on to the next problem. Do you have any questions? (pause) Turn your paper over when you have finished. You may start now.

Allow 25 minutes for the remaining 25 problems. For standard (grade) 2 students, collect the tests when it is clear that the students are unable to go on. Most will give up after problem 30.

To score the test each problem counts as <u>one</u> point except those below:

| Problem | Points |
|---|---|
| 6 | 3 |
| 7 | 2 |
| 25 | 3 |
| 43 | 2 |
| 49 | 2 |
| 52 | 3 |
| 53 | 2 |
| 54 | 2 |
| 55 | 2 |

The total possible score is 67 points (46 + 21).

## COGNITIVE TASKS

### VISUAL MEMORY

The interviewer presents the child with a 40 cm x 30 cm board containing three rows of four 10 cm x 10 cm cells. Two small objects are placed randomly in two cells (i.e: seed and coin). Ask the child to, "LOOK AT THESE THINGS CAREFULLY. REMEMBER WHERE THEY GO."

After 10 seconds remove the objects and hand them to the child. Then say "PUT THE THINGS BACK WHERE THEY WERE." If the child is unsuccessful, repeat the task using the same objects in two different cells. After successfully replacing the two objects, repeat the task with six objects in a 2 x 3 array in the upper left-hand corner of the board (interviewers perspective) nearest the child.

Next place twelve objects (out of the subject's view behind a small screen) in the 3 x 4 array (A or B below). Say to the child, "LOOK AT THESE THINGS CAREFULLY. REMEMBER WHERE THEY GO." After 30 seconds remove the objects, hand them to the child and say, "PUT ALL THE THINGS BACK IN THE RIGHT PLACES."

Allow as much time as necessary for the child to replace all 12 objects or until it is clear he is unable to go on. The maximum score is 12, one for each correct placement in the final task.

Repeat the task using 12 cards with the numbers 1 through 12 written on them arranged as A or B below. Do not repeat the pretraining exercise. Score in the same manner.

## Pretraining

| | | |
|---|---|---|
| coin | key | shell |
| seed | top | rock |

### Objects

A.

| | | | |
|---|---|---|---|
| match | coin | bamboo | seed |
| leaf | top | shell | pencil |
| key | stick | rock | peanut |

B.

| | | | |
|---|---|---|---|
| top | chalk | stick | key |
| seed | leaf | shell | bamboo |
| match | rock | pencil | coin |

### Numbers

A.

| | | | |
|---|---|---|---|
| 10 | 3 | 12 | 5 |
| 9 | 7 | 1 | 11 |
| 2 | 6 | 8 | 4 |

B.

| | | | |
|---|---|---|---|
| 3 | 11 | 9 | 1 |
| 2 | 7 | 10 | 5 |
| 8 | 6 | 4 | 12 |

M-Space

INTRODUCE THE TEST AS FOLLOWS:
"THIS IS MR. KIRI. HE IS A TRICKY MAN. HE WILL TRY TO TRICK YOU BY CHANGING COLOURS. LOOK HERE (pointing to the left hand, which is coloured red) MR. KIRI HAS CHANGED HIS HAND. NOW IS HE GOING TO HIDE. (remove the practice item from view by turning to the next page [a grid] in the test booklet.) NOW (turn the page again and show a blank outline), POINT TO THE PART THAT WAS RED."

"NOW LOOK AGAIN. (present the second practice card with two body parts coloured in) I'LL KEEP MR. KIRI HERE FOR 5 SECONDS. WHEN HE HIDES, YOU POINT TO ALL THE BODY PARTS THAT WERE COLOURED. READY? GO." (turn the page to the grid after 5 seconds, then turn to the outline page).

(Optional) "HERE IS MR. KIRI AGAIN (show the next practice page for 5 seconds, turn to the outline page.) POINT TO ALL THE PARTS THAT WERE COLOURED."

Repeat the practice items if necessary to insure the child understands the task. After the three practice items are completed, present the 21 test items by showing Mr. Kiri for 5 or 9 seconds as indicated on the second form. Turn the page to the grid then to the outline. The subject is not permitted to start pointing before the test item is removed (i.e., he is not allowed to touch it). Other strategies which might serve as memory aids (such as closing one eye or clenching a hand) are also forbidden. Be careful not to skip any items (pages).

Subjects receive credit only for items which are recalled perfectly. Record only the test items which are recalled without error.

M-Space score is computed by assessing the highest level (1 - 7 coloured parts) which the subject recalled

perfectly on 3 out of the 3 items. To this value add 0.33 for each item (page) recalled perfectly in the next highest level only. For example if a child recalled 3 out of 3 items at level 2 (2 coloured body parts) and recalled 2 out of the 3 items at level 3, the M-Space score would be computed as follows:

$$M = 2 + 0.33 + 0.33 = 2.66$$

Mr Kiri M-Space Task.
Item Composition

Pretraining Items

A. L. Hand
B. R. Ear and L. Foot
C. R. Hand and Nose.

| ITEM | LEVEL | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | Pants | L. Arm | | | | | |
| 2 | 3 | L. Foot | R. Arm | R. Eye | | | | |
| 3 | 5 | L. Leg | Mouth | L. Ear | Hair | L. Hand | | |
| 4 | 4 | R. Foot | Pants | Mouth | R. Hand | | | |
| 5 | 6 | R. Leg | Shirt | L. Ear | Nose | L. Eye | R. Hand | |
| 6 | 1 | R. Arm | | | | | | |
| 7 | 7 | L. Foot | Pants | R. Arm | L. Ear | Nose | R. Eye | Hair |
| 8 | 5 | R. Foot | L. Leg | R. Arm | R. Eye | L. Ear | | |
| 9 | 2 | R. Hand | Hair | | | | | |
| 10 | 7 | L. Leg | Shirt | L. Hand | L. Ear | L. Eye | Mouth | Hair |
| 11 | 4 | Pants | R. Eye | Hair | R. Hand | | | |
| 12 | 3 | R. Leg | Mouth | R. Ear | | | | |
| 13 | 1 | R. Foot | | | | | | |
| 14 | 6 | L. Foot | Pants | R. Arm | Mouth | Hair | L. Hand | |
| 15 | 7 | R. Foot | L. Leg | R. Arm | Nose | L. Eye | L. Ear | Hair |
| 16 | 3 | L. Leg | R. Eye | Hair | | | | |
| 17 | 1 | R. Hand | | | | | | |
| 18 | 5 | R. Leg | Shirt | R. Hand | L. Ear | Hair | | |
| 19 | 4 | L. Leg | R. Arm | Mouth | R. Ear | | | |
| 20 | 6 | L. Foot | L. Arm | L. Ear | R. Eye | Hair | R. Hand | |
| 21 | 2 | Nose | L. Ear | | | | | |

Class Inclusion

The interviewer presents the child with eight pig-teeth (for Andra use dog teeth) and four arm-bands (all considered "bilas" - body decorations). The child is asked, "WHAT DO YOU CALL THESE?" (point to one pig-tooth) "AND THESE?" (point to one arm-band). Work out the names in pidgin or tok ples as necessary.

After the objects are identified as above, the interviewer says" WE CALL ALL OF THESE THINGS BILAS" "WHAT DO YOU CALL THESE BILAS?" (point to one group) "WHAT DO YOU CALL THESE BILAS?" (point to the other group). "WHAT DO YOU CALL ALL THESE THINGS?" (bilas)

Next the interviewer tells the child, "TOUCH EACH PIG-TOOTH." "TOUCH EACH ARM-BAND." "TOUCH EACH BILAS." The process is repeated if necessary until the interviewer is sure the child knows the names of each type and that they are all called bilas.

The child is then asked,

1. "ARE THERE MORE PIG-TEETH, OR MORE ARM-BANDS?"

After a response the interviewer asks,

2. "ARE THERE MORE PIG-TEETH OR MORE BILAS?
3. "CAN YOU SHOW ME WHY?"

The maximum score is 3, one point for answering each numbered question correctly.

| ENGLISH | PIDGIN | TOK PLES |
|---|---|---|
| 1. pig-teeth | 1. tit bilong pik | 1. ..... |
| 2. arm-band | 2. paspas | 2. ..... |
| 3. body decorations | 3. bilas | 3. ..... |

Conversation of Number

The interviewer presents the child with two lots of 1-toea coins (3 on left, 10 on the right). Ask the child, "WHICH GROUP HAS MORE COINS?" Put out 5 and 5. "WHICH GROUP HAS MORE COINS NOW?" If one lot is chosen over the other try to compensate for the qualitative deficit (i.e. "This one is bent, lets replace it.") to encourage a strictly quantitative comparison.

Next the interviewer presents the child with a pretraining task. Two lines of seven coins each arranged in one-to-one correspondence. The child is asked, "DO THESE TWO LINES HAVE THE SAME NUMBER OF COINS?" (point to both lines; wait for answer). "CAN YOU SHOW ME WHY THEY ARE THE SAME?"

If the child doesn't answer correctly, point out the one-to-one correspondence and repeat the activity. Once the child agrees that the lines have the same number of coins the interviewer spreads out one of the lines evenly so the coins are no longer matched directly, one-to one. Then ask,

1. "DO THESE TWO LINES HAVE THE SAME NUMBER OF COINS NOW".
2. "CAN YOU SHOW ME WHY THEY ARE THE SAME (ONE IS MORE)?"

Finally the interviewer moves the coins back into direct one-to-one correspondence and again asks, "DO THESE TWO LINES HAVE THE SAME NUMBER OF COINS NOW?" "CAN YOU SHOW ME WHY THEY ARE THE SAME?"

Repeat the task using ten coins in each line This time however spread out one line and collapse the other into a pile.

The maximum score is 4, one point for answering each of the two questions correctly on the seven and ten coins problem.

Logical Classification

The interviewer presents the child with pretraining materials consisting of two blue and two red sticks. One of each colour is 6 cm long and the other is 9 cm. The long blue stick and short red stick are sharpened on one end. The child is asked "WHAT IS THE COLOUR OR THIS STICK?" (pointing to a blue stick) "AND THIS ONE?" (pointing to a red stick). If the child doesn't know the colour names the interviewer says, "THIS STICK IS BLUE AND THIS IS RED" (pointing to appropriate sticks).

The child is then asked, "HOW CAN THESE STICKS GO TOGETHER?" If the child doesn't respond, the interviewer separates the blue from the red sticks and say, "THESE TWO GO TOGETHER BECAUSE THEY ARE THE SAME COLOUR. SO DO THESE." (pointing to the appropriate sets).

The sticks are removed from the table and are handed to the child. The interviewer then says, "SHOW ME ANOTHER WAY THE STICKS CAN GO TOGETHER." Again if the child fails to respond the interviewer demonstrates that the sticks can be placed together according to size by moving the long sticks together and the short sticks together. The interviewer says, "SEE WE CAN PUT THE LONG ONES TOGETHER AND THE SHORT ONES TOGETHER." Follow the same procedure for the pointed and flat-end sticks.

Following this training period four line drawings of birds-of-paradise and four line drawings or arrows are presented to the child. The drawings are displayed on 10 cm x 10 cm cards in two colours (blue and red) and two sizes (3cm, 7cm), one of each size and colour.

The interviewer says, "WE'RE GOING TO PLAY THE SAME GAME WITH THESE CARDS. HOW CAN THESE CARDS GO TOGETHER? (pause) YOU MUST USE ALL THE CARDS." If the subject responds by separating the cards into two piles according

to shape (bird, arrow), size (large, small) or colour (red, blue), say, "WHY DID YOU PUT THESE HERE? (pointing to one pile) "AND HERE?" (pointing to the other) Next say, "CAN YOU MAKE NEW GROUPS SO THE CARDS GO TOGETHER?'

If the child does not complete an initial classification do not continue the task. Record any interesting functional or confounded classifications.

Score 1 point for each complete classification. If the score is more than 3, provided detailed explanation.

Seriation (double)

The interviewer presents the child with a 30 cm x 30 cm board divided into three rows of 10cm x 10cm squares. Nine wooden rods are used, three each with diameters of 1.5 cm, 2.5 cm, and 3.5 cm. Each set of three rods has heights 3 cm, 5 cm and 7 cm.

The interviewer places one rod on each of the nine squares with height descending from right to left and thickness descending from front to back (interviewers perspective). The tallest, thickest rod is in the right-hand corner (interviewers perspective) furthest from the child. Say "SEE THE WAY I PUT THE RODS". Remove the three thin rods and ask the child to "PUT THESE RODS BACK IN THE RIGHT PLACES". If the child fails to replace them correctly, the interviewer replaces them. Repeat with the three tall rods.

When all the rods are in place again, remove all but the tall, thick one. Tell the child, "NOW YOU HAVE PUT ALL THE RODS BACK IN THE RIGHT PLACE." The interviewer corrects any errors. Next remove all the rods and repeat.

The maximum score is 19 one point each correct row placement (1 + 1) and one point for each correct rod placement in the final two trials (8 + 9). If a child transposes two complete rows give half credit (3 points for two rows).

Conservation of Length

The interviewer presents two equal lengths of pitpit or bamboo. They are placed on the table parallel to the edge facing the child, approximately 10 cm apart with the ends collinear. The interviewer asks, "ARE THESE TWO PITPITS THE SAME LENGTH?" If the child does not indicate equivalance, cut a bit off the "longer" one until equivalence is established.

Next translate one pitpit in a parallel manner approximately half-way along the other pitpit. Next ask,
1. "ARE THESE PITPITS THE SAME LENGTH NOW OR IS ONE LONGER?"
2. "CAN YOU SHOW ME WHY THEY ARE THE SAME (ONE IS LONGER)?"
Finally return the pitpit to its original position and ask, "ARE THESE TWO PITPITS THE SAME LENGTH NOW OR IS ONE LONGER? CAN YOU SHOW ME WHY?"

The maximum score is 2, one point each for correctly answering questions 1 and 2 above.

## READING AND DICTATION

A regular testing environment is required:

- Children are sitting comfortably and not too close. Relatively quiet room. Pencil, script and adequate writing surface in front of children.

- This test is meant to be done in a very relaxed way. Each child should be able to answer the items without pressure. It is probable that even slow readers will complete the test at about the same time as the fastest. Even non-readers should be unthreatened. Collection of scripts is possible either at intervals or at one time -- whatever is convenient and non-disruptive to the class.

I. Guidelines for Administering Reading Tests EW/77 and BA/80

Instructions:

1. Write your name at the top of the paper.

2. Write how old you are on this line (indicate) and grade _____, and name of school _____.

3. Look at the first sentence. Let's read it together.

   (Administrator reads.)

   The correct answer is _____. Circle the word _____.

   (Check to ensure that all understand.)

   Now let's look at the second sentence.

   (Repeat procedure.)

4. You do the other sentences on your own.

   Read the sentence and circle the word which belongs at the end.

   Circle one word for each sentence.

   Be careful. Take your time. Take as long as you need.

5. Are there any questions?

   Please begin.

II. Guidelines for Administering Dictation

With tape recorder or administrator reading sentences:

1. & 2. (Same as above.)

3. Write the sentence you hear. The tape recorder will say the sentence four times.

Let's begin.

## APPENDIX

Data Collection Sheet
Mr. Kiri M-Space Coding Sheet
PMAT 1 - 4
TAS 1 - 3
Reading Test (BA/1980)
Reading Test (EW/1977)

PMAT score

DATA COLLECTION SHEET - 2

IMP - 1980

Date

Name _____ School _____

Age _____ Grade _____ Sex _____

Language used during interview _____ English _____ Pidgin _____ Tok ples

1. **Visual Memory:**

1. Correct placement on 2 x 3 training task. Yes ☐

2. Total correct placements on final tasks. Objects ☐ Max 12 Number cards ☐ Max 12

2. **M-Space - tick correct items (pages).**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ☐ | | | | | | | | | | | | | | | | | | | | |

3. **Class Inclusion:**

Answer questions 1, 2 and 3. ☐ Max 3

4. **Conservation of Number:**

Answer questions 1 and 2. Trial 1 ☐ Trial 2 ☐ Max 2

5. **Logical Classification:** Comments:

a. Sorts according to colour. ☐ 1 point _____

b. Sorts according to size. ☐ 1 point _____

c. Sorts according to shape. ☐ 1 point _____

d. Additional sort. ☐ 1 point _____

6. **Seriation (double):**

a. Replace thin row. ☐ Max 1

b. Replace tall row. ☐ Max 1

c. Replace 8 rods. ☐ Max 8

d. Replace all rods. ☐ Max 9

7. **Conservation of Length:**

Answer questions 1 and 2. ☐ Max 2

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21

# PMAT

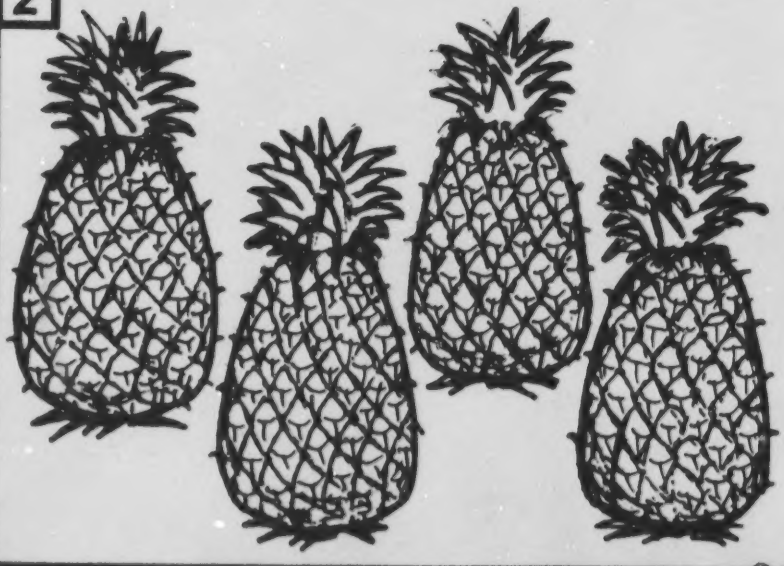
1. Name _____

2. School _____

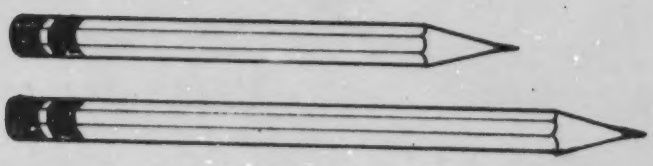
3. Grade ☐ Girl ☐ Boy ☐

1

2



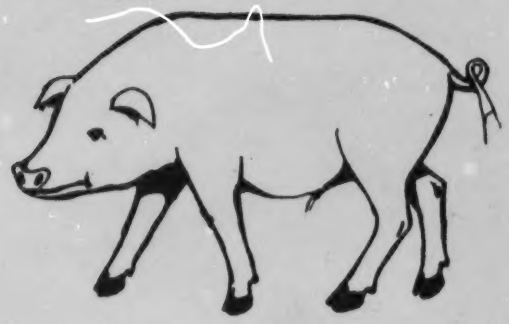
1.



2.

3.

4.



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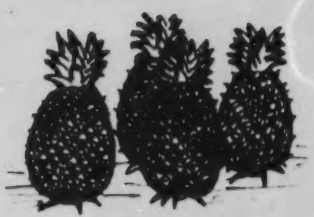

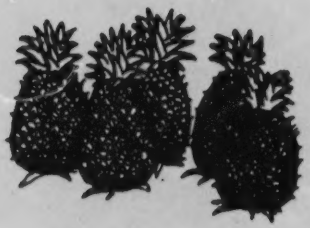

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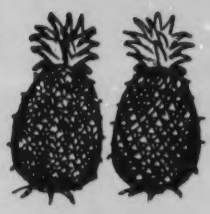

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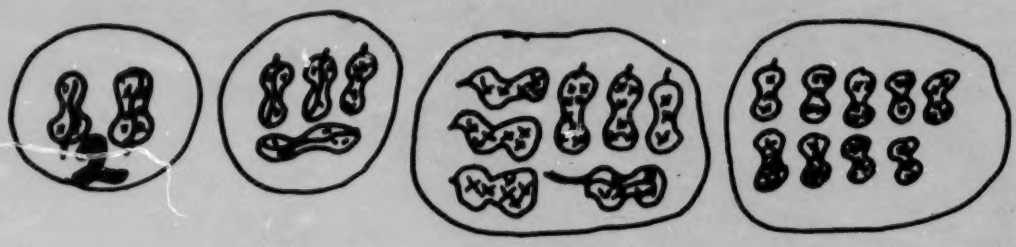
7.



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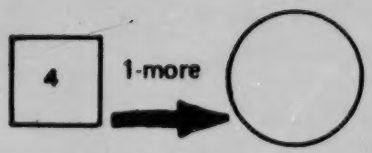


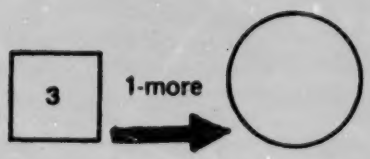


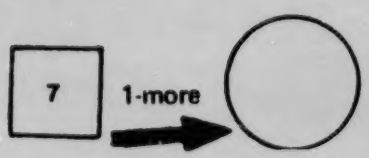


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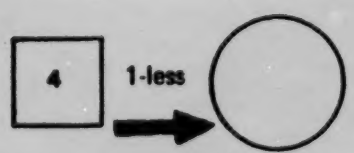


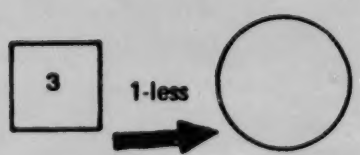


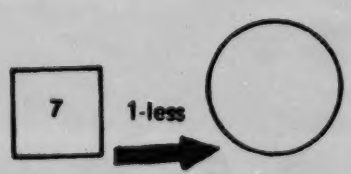

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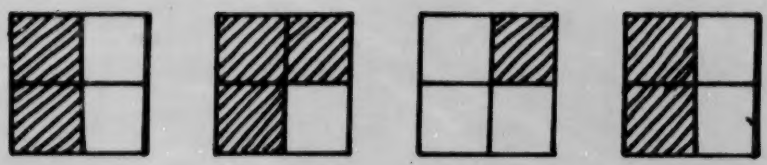

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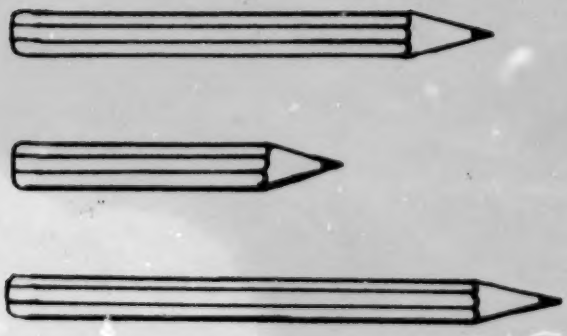
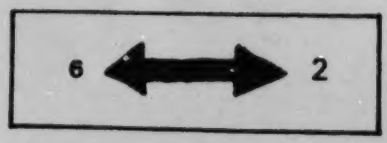


12.

13.

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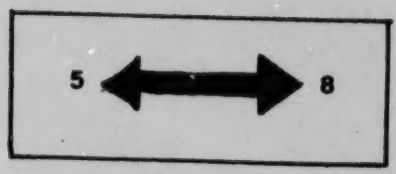
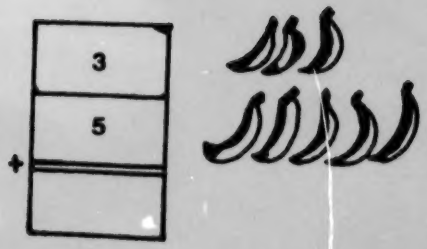
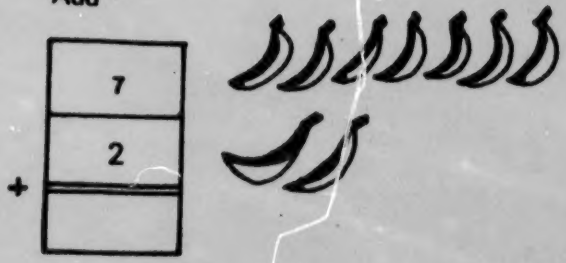



15. Add




16. Add



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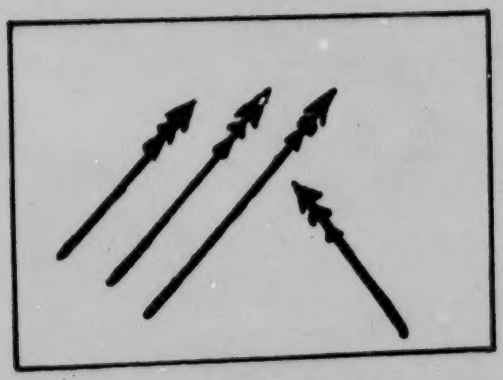

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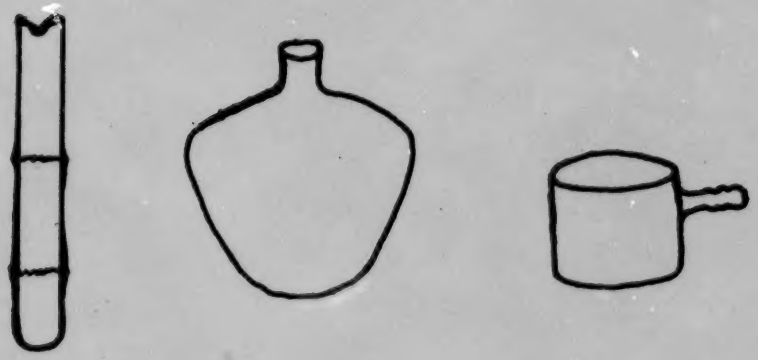
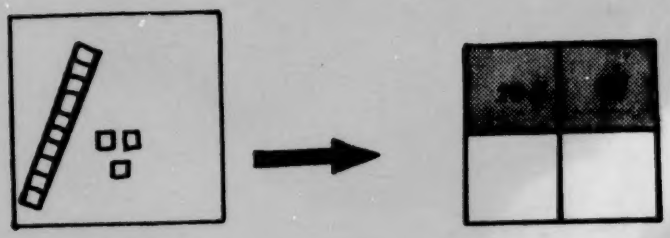


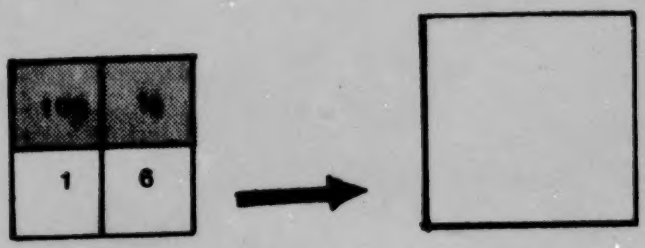
19.

20. Look at the two leaves.
Put an X on the leaf that covers the bigger area.

21. The picture in the box stands for a number.
What is the number.
Show the number in the place-value table.



22. Look at the number in the box.
Draw a picture of the number using 10-rods and singles.



23. Add

| 10s | 1s |
|---|---|
| 1 | 3 |
| + | 8 |
| | |
| | |

$$\begin{array}{r} 13 \\ +\ 8 \\ \hline \\ \hline \end{array}$$

24. Add

| 10s | 1s |
|---|---|
| 2 | 5 |
| + 1 | 6 |
| | |
| | |

$$\begin{array}{r} 25 \\ +16 \\ \hline \\ \hline \end{array}$$

25. Add

| 100s | 10s | 1s |
|---|---|---|
| 2 | 6 | 4 |
| + 1 | 5 | 8 |
| | | |
| | | |

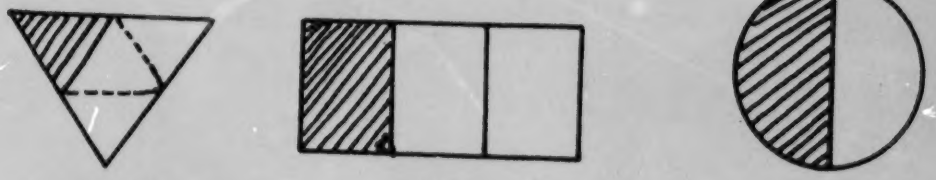
$$\begin{array}{r} 264 \\ +158 \\ \hline \\ \hline \end{array}$$

26. Take away or subtract.

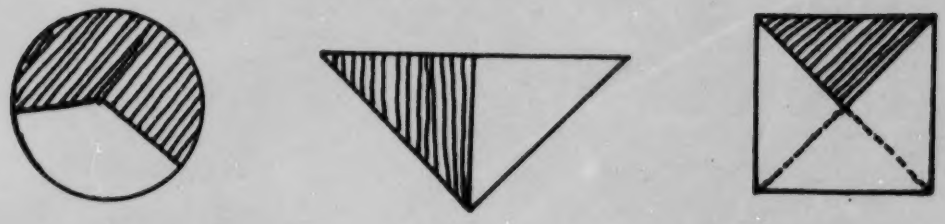
| | 10s | 1s |
|---|---|---|
| | 3 | 2 |
| − | 1 | 8 |
| | | |

$$\begin{array}{r} 3\ 2 \\ -1\ 8 \\ \hline \\ \hline \end{array}$$

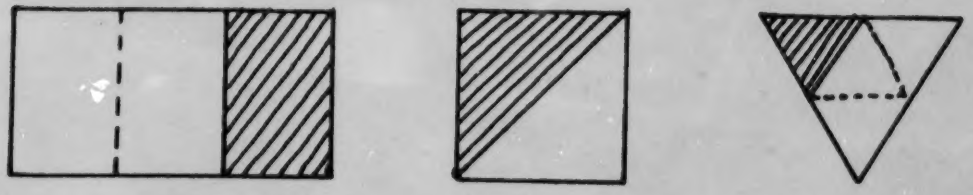
27. Look at the three shapes.
Put an X on the shape that shows $\frac{1}{2}$.



28. Look at the three shapes.
Put an X on the shape that shows $\frac{1}{4}$.



29. Look at the three shapes.
Put an X on the shape that shows $\frac{1}{3}$.

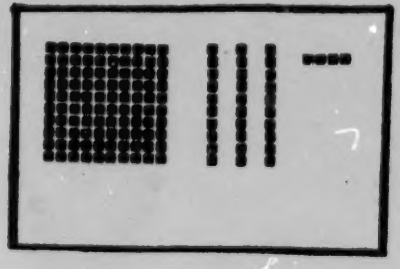


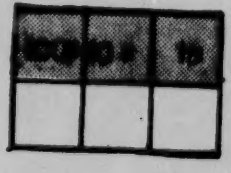
30. Look at these pictures.
Put an X on all the fruits.

31. How many long is the spear? ☐

32. Look at the clock.
What time does it show? ☐

33. The picture in the box shows a number.
What number is it?
Write the number in the place-value table.





34. Look at the picture.
How much money is there?
Write the amount of money in the place-value table.

| | |
|---|---|
| | |

35. Multiply

| 10s | 1s |
|---|---|
| | 5 |
| | 4 |
| | |

$$\begin{array}{r} 5 \\ \times\ 4 \\ \hline \\ \hline \end{array}$$

36. Multiply

| 10s | 1s |
|---|---|
| 1 | 0 |
| | 6 |
| | |

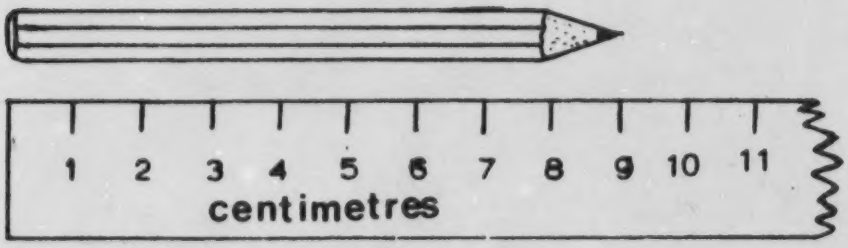
$$\begin{array}{r} 1\ 0 \\ \times\ 6 \\ \hline \\ \hline \end{array}$$

37. How many 3's in 12? (Divide)

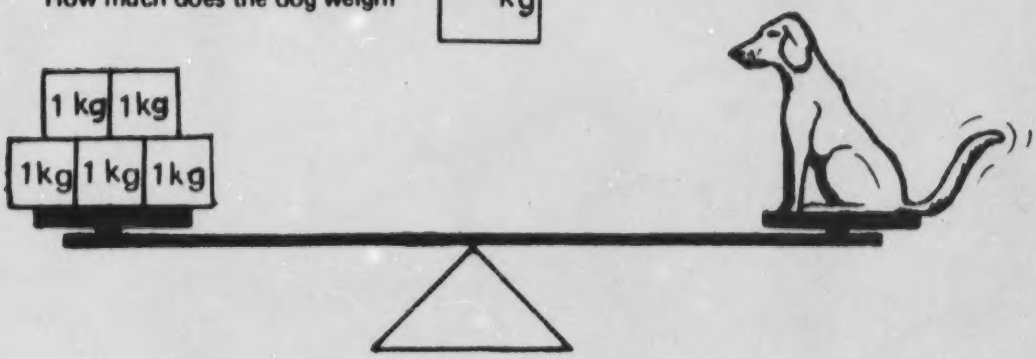
$$3\overline{)\ 1\ 2}$$

37

38. How long is the pencil? ☐ cm



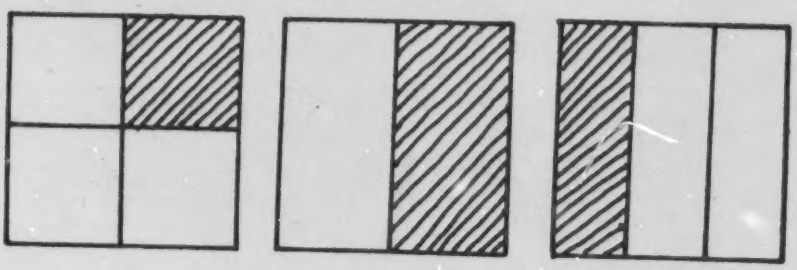

39. How much does the dog weigh? ☐ kg




40. How many hours is the trade store open ? ☐

38

41. Look at the pictures below.
Put an X on the one that shows the biggest fraction.



$\frac{1}{4}$ $\frac{1}{2}$ $\frac{1}{3}$

42. Multiply

| 10s | 1s |
|---|---|
| 2 | 6 |
| | 4 |
| | |
| | |
| | |

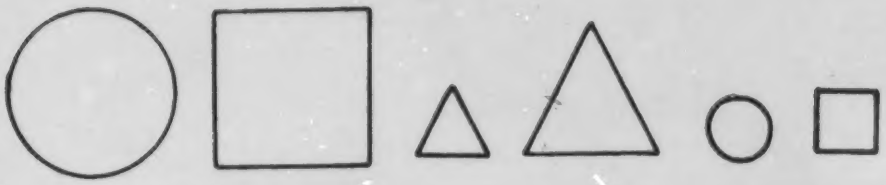
$$\begin{array}{r} 2\ 6 \\ \times\ 4 \\ \hline \\ \hline \end{array}$$

43. Multiply

| | |
|---|---|
| 3 | 2 |
| 1 | 5 |
| | |
| | |
| | |
| | |
| | |

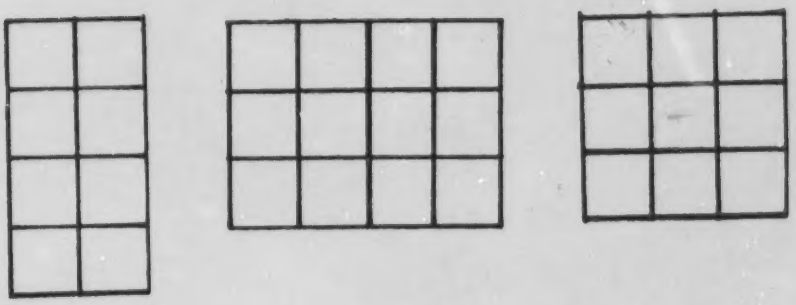
$$\begin{array}{r} 3\ 2 \\ \times 1\ 5 \\ \hline \\ \hline \end{array}$$

44. Put an X on all the pictures that are big and square.



45. Put an X on all the pictures that are big or square.

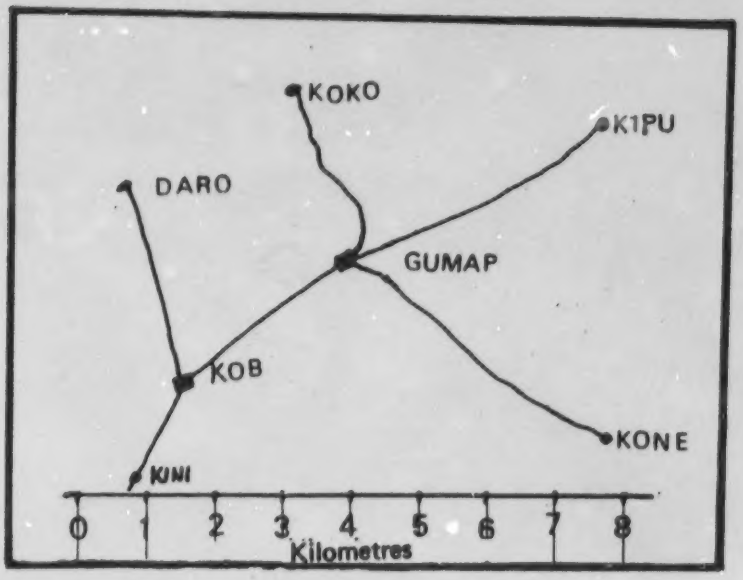
46. Put an X on the picture which has an area of 12 $cm^2$.



47. Hai was 11 years old on 15 January 1980.
What year was Hai born?

40

48. Look at the map.
How far is it from Gumap to Kob. ☐

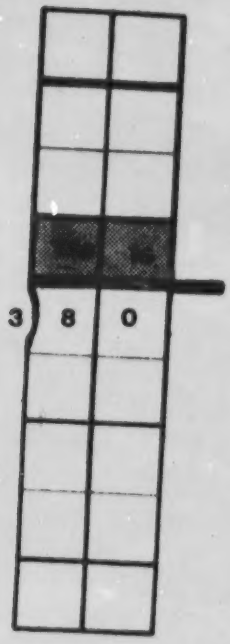



49. Multiply

| | | | |
|---|---|---|---|
| | [illegible] | [illegible] | 1s |
| | 1 | 5 | 2 |
| X | | 2 | 3 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

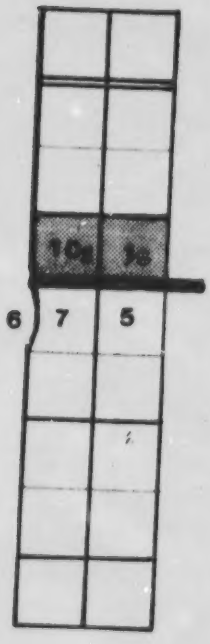
1 5 2
× 2 3

50. Divide



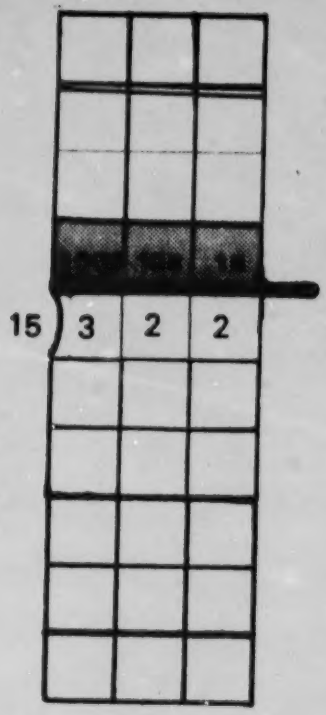

3 ⟌ 8 0

51. Divide




6 ⟌ 7 5

52. Divide




$15\overline{)322}$

53. Suppose the radio usually costs K60.00.

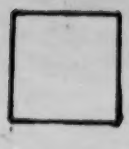
a. How much do you get off? ☐

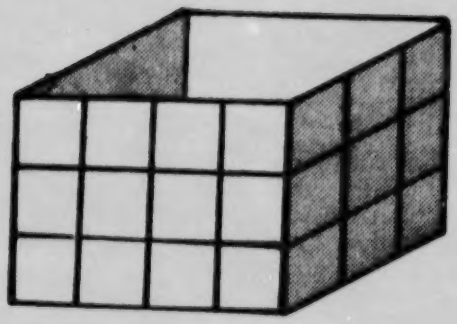
b. How much will it cost? ☐

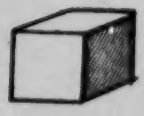
54. Look at the two lights.
How much do they cost altogether? ☐

How much more does the first one cost? ☐

55. How many little blocks will fit in the big box?







IMP 1980/2

# PMAT

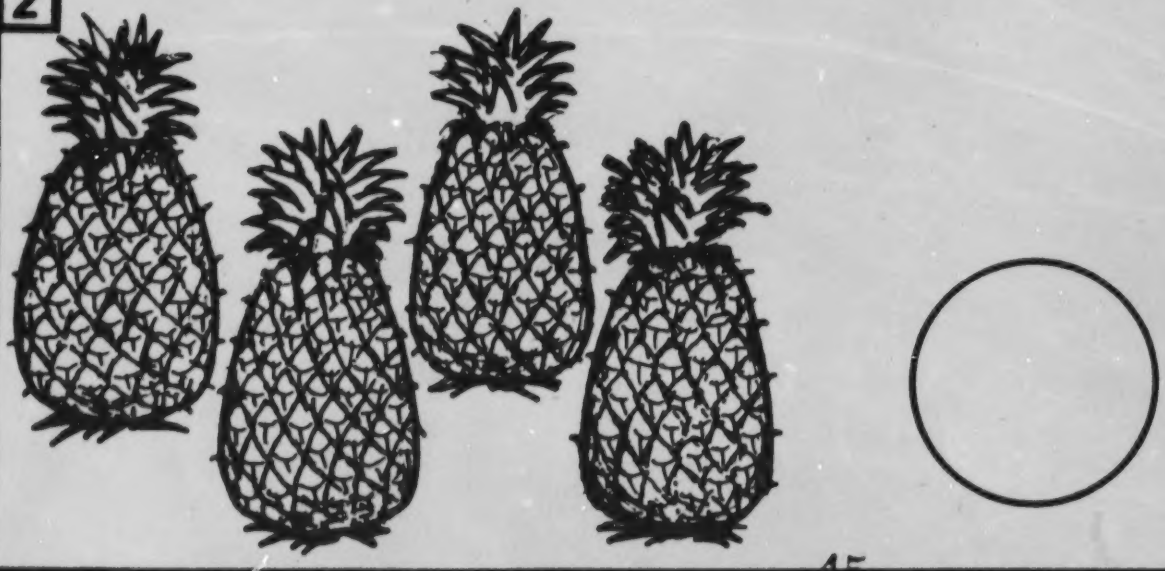
1. Name _____

2. School _____

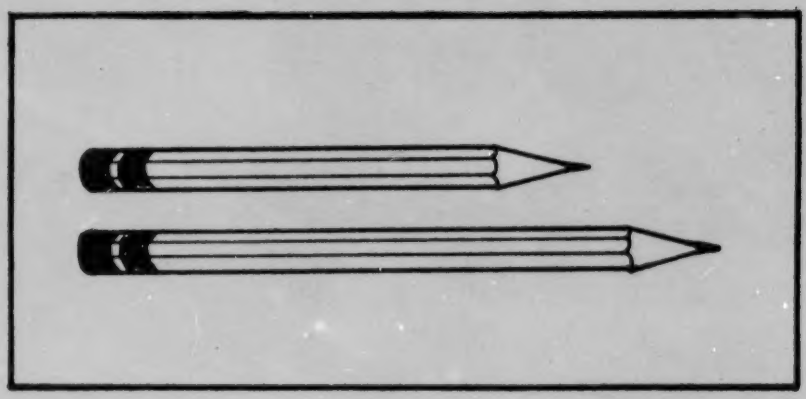
3. Grade ☐ Girl ☐ Boy ☐

1

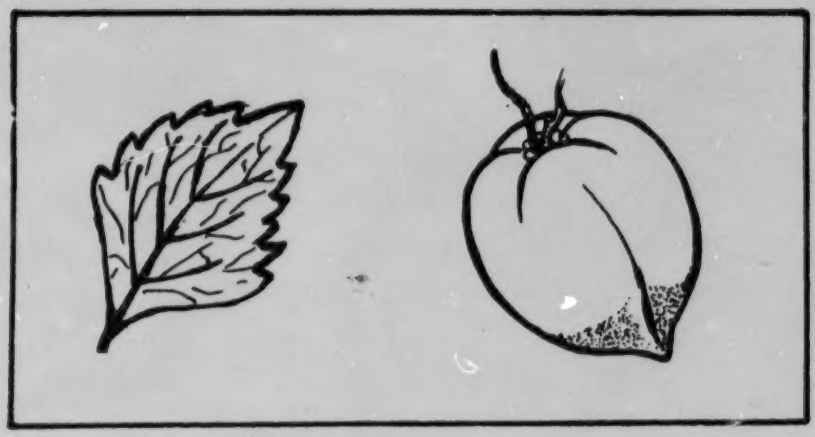
2



1.

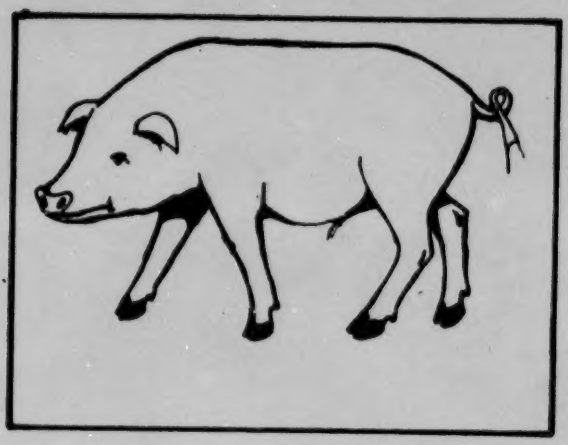


2.

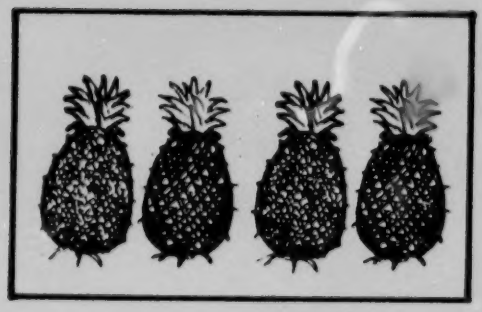


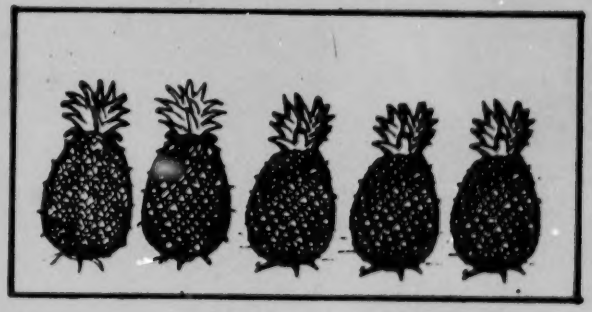
3.

4

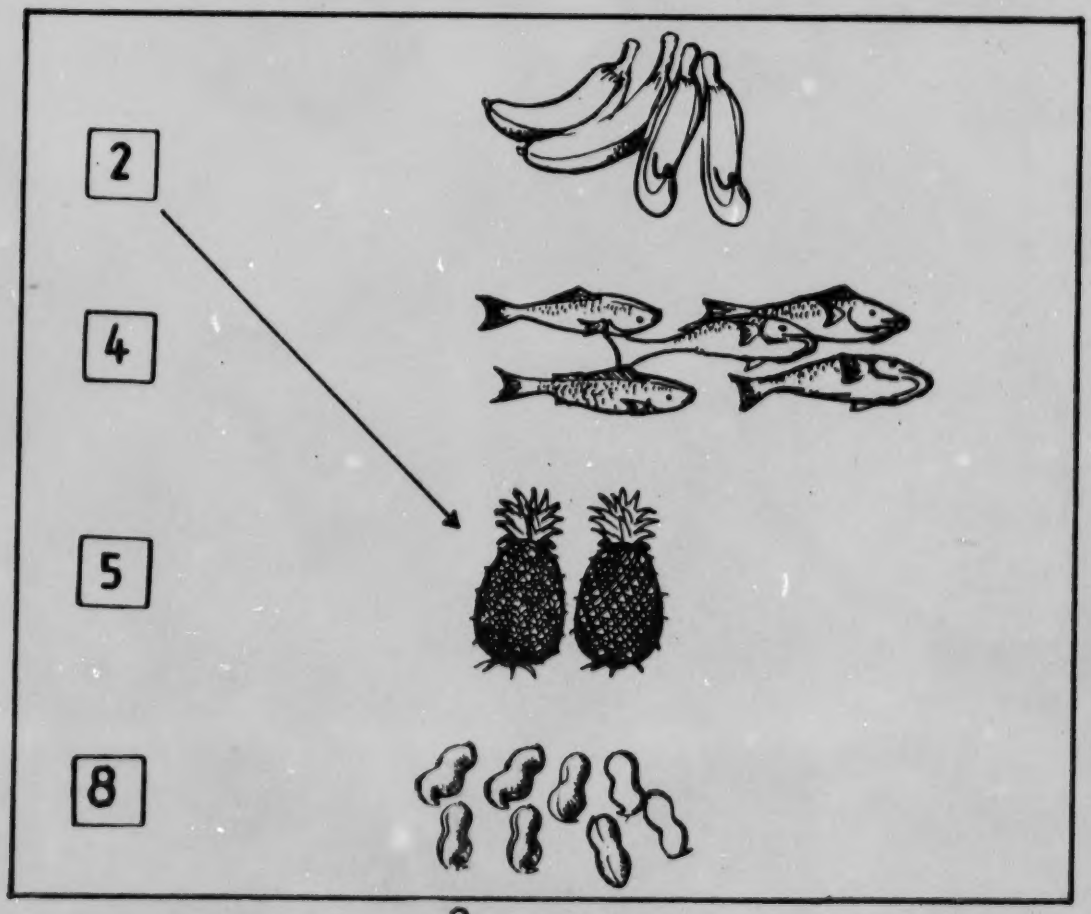


5

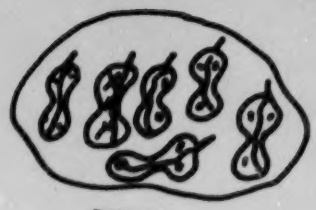


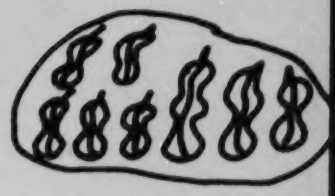


6



7.





2 ☐ ☐

8.

4 → 1-more → ○

9.

7 → 1-more → ○

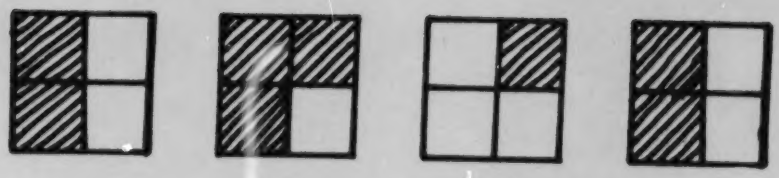
10.

6 → 1-less → ○

11.

8 → 1-less → ○

12.



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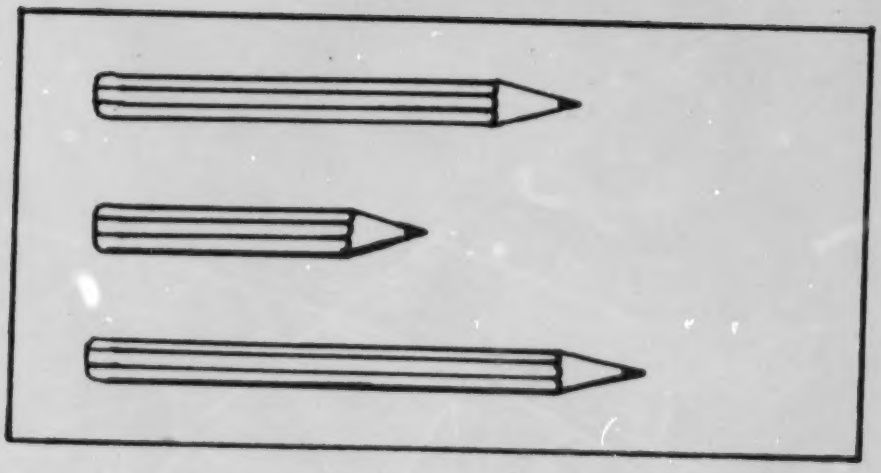

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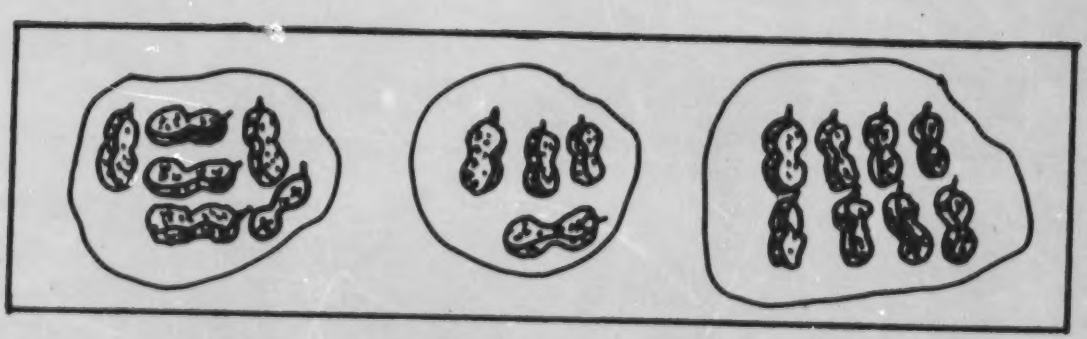
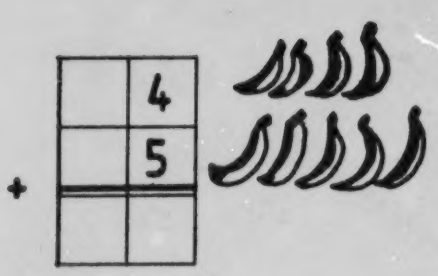


4

15.

16.

17.

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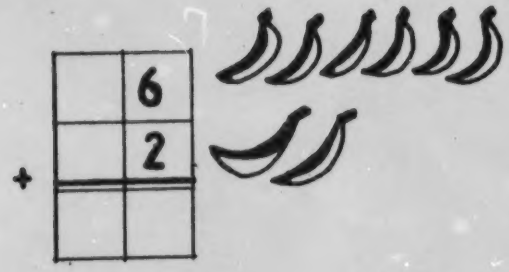

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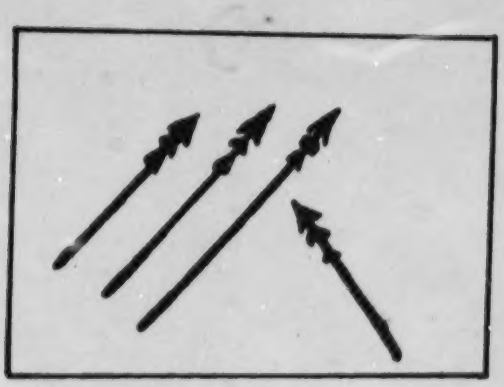

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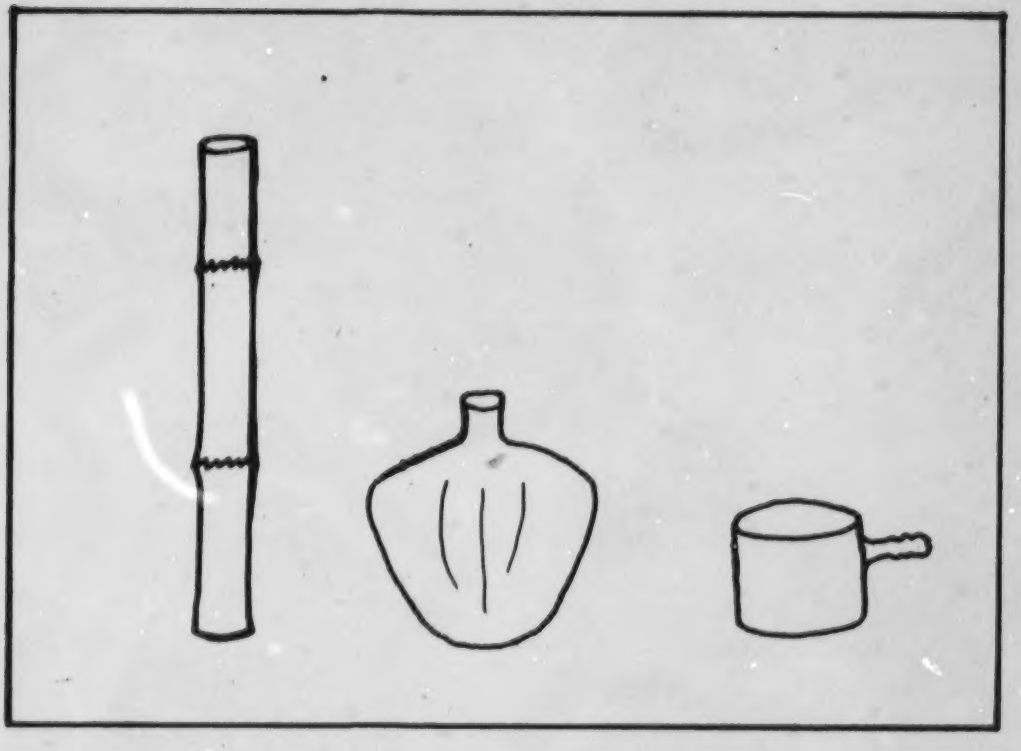

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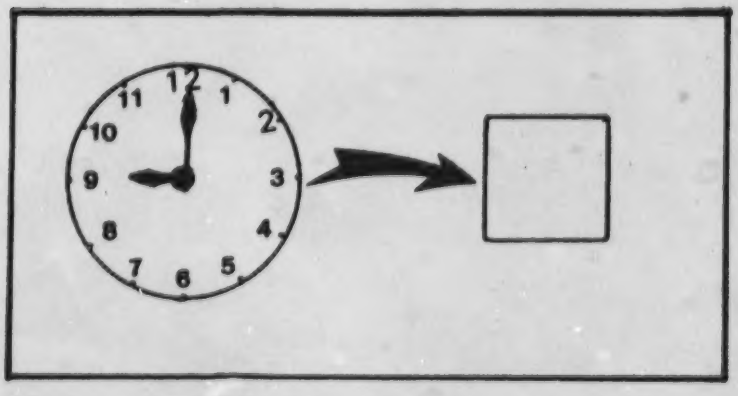
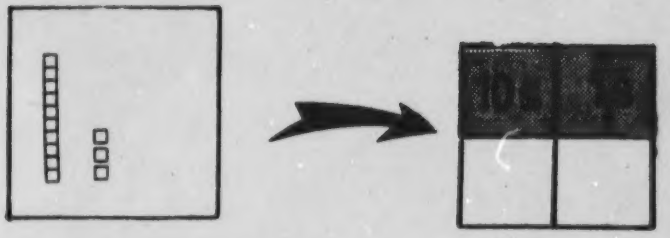
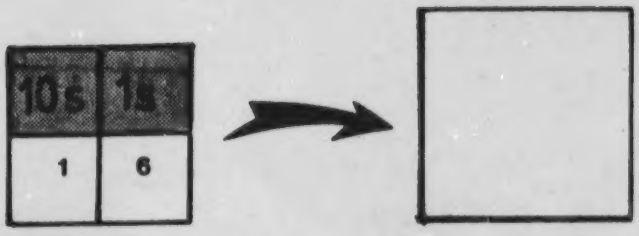


22.

23.




24.



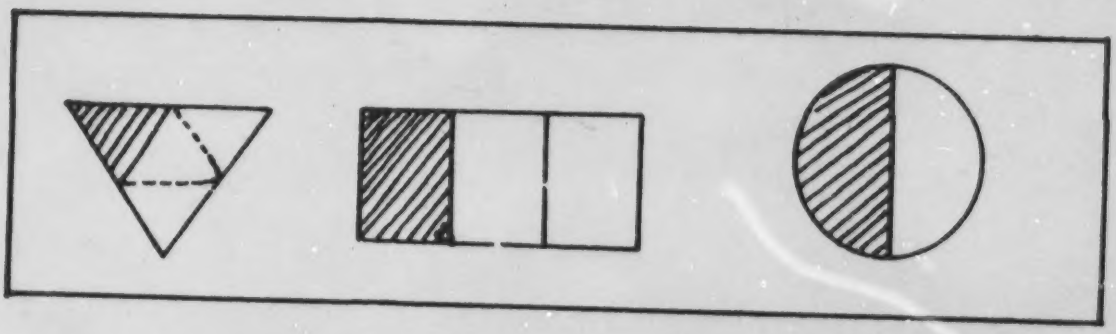
25. $\begin{array}{r} 14 \\ +\ 8 \\ \hline \\ \hline \end{array}$

$\begin{array}{r} 25 \\ +16 \\ \hline \\ \hline \end{array}$

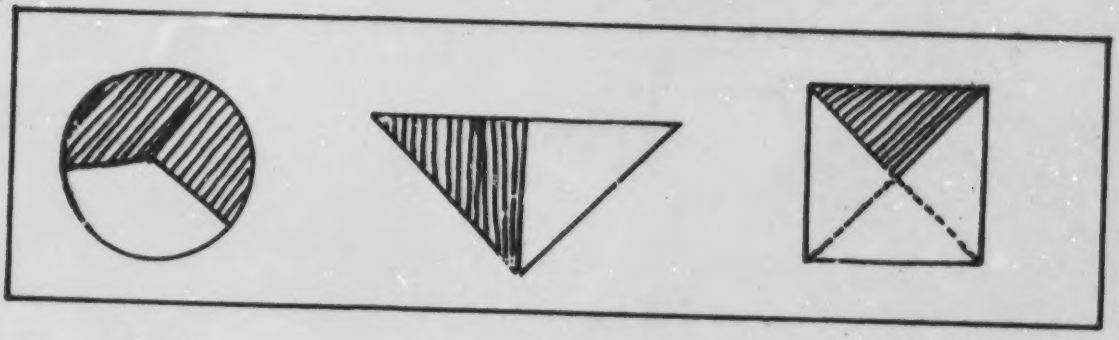
$\begin{array}{r} 264 \\ +158 \\ \hline \\ \hline \end{array}$

26. $\begin{array}{r} 32 \\ -16 \\ \hline \\ \hline \end{array}$

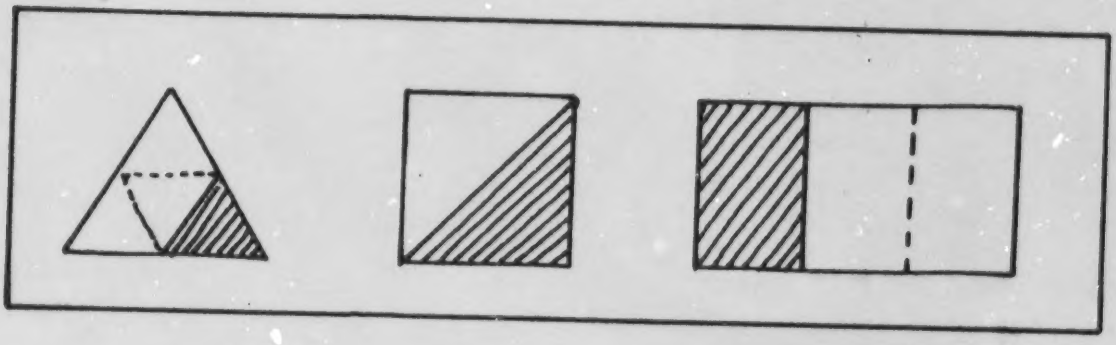
27.



28.



29.



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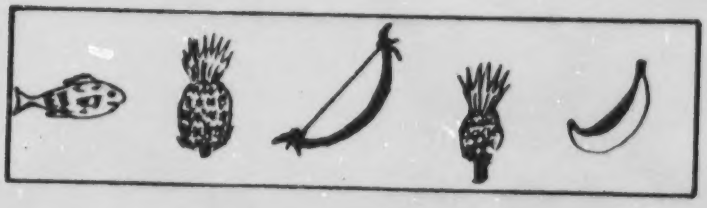
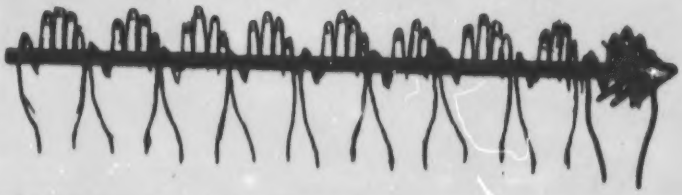
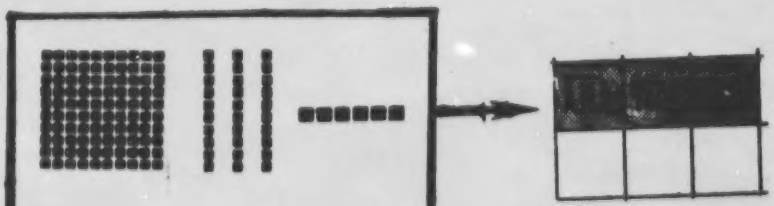


31. How many hands long is the spear?



32. Look at the clock.
What time does it show?
Write the answer in the box.

33. The picture in the box shows a number.
What number is it?
Write the number in the place-value table.



34 Look at the money in the box.
How much money is there?
Write the amount of money in the place-value table.

| Kina coins | 10 toea coins | 1 toea coins |
|---|---|---|
| | | |

35. Multiply

$$\begin{array}{r} 6 \\ \times\ 5 \\ \hline \\ \hline \end{array}$$

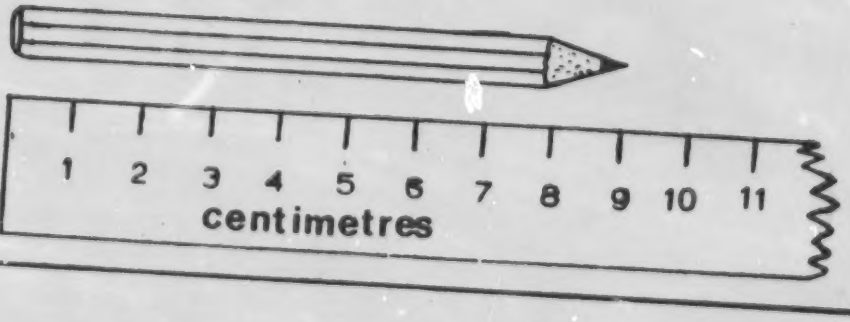
36. Multiply

$$\begin{array}{r} 1\ 0 \\ \times\ 8 \\ \hline \\ \hline \end{array}$$

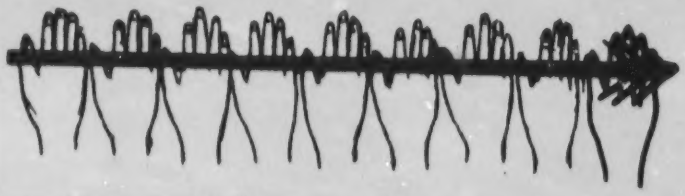
37. How many 3's in 15? (Divide)

$$3\overline{)15}$$

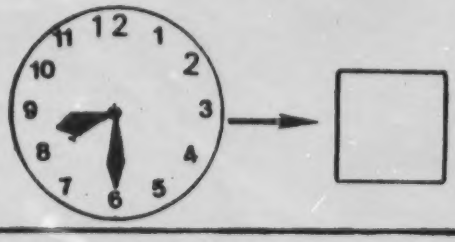
38. How long is the pencil? ☐ cm



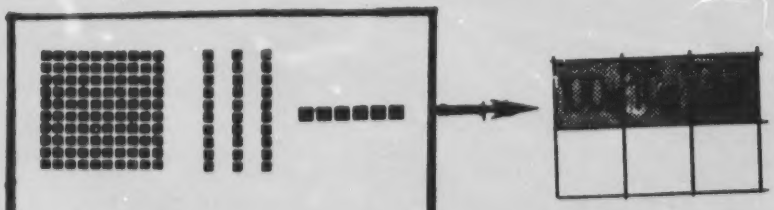
31. How many hands long is the spear?



32. Look at the clock.
What time does it show?
Write the answer in the box.




33. The picture in the box shows a number.
What number is it?
Write the number in the place-value table.



34. Look at the money in the box.
How much money is there?
Write the amount of money in the place-value table.

| Kina coins | 10 toea coins | 1 toea coins |
|---|---|---|
| | | |

35. Multiply

$$\begin{array}{r} 6 \\ \times\ 5 \\ \hline \\ \hline \end{array}$$

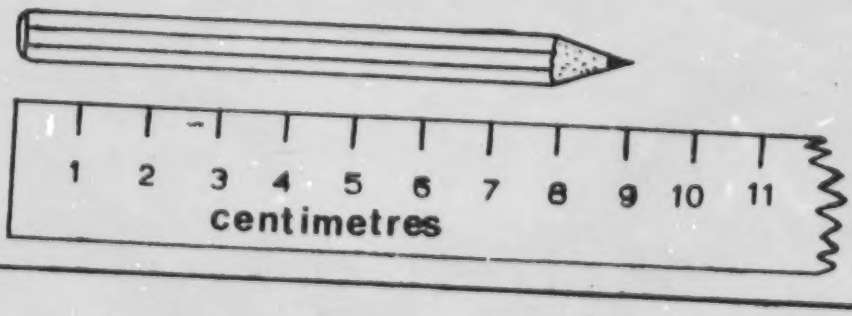
36. Multiply

$$\begin{array}{r} 1\ 0 \\ \times\ 8 \\ \hline \\ \hline \end{array}$$

37. How many 3's in 15? (Divide)

$$3\overline{)15}$$

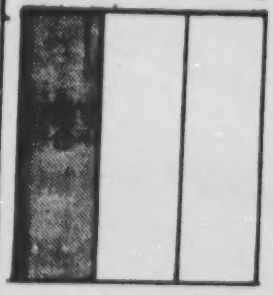
38. How long is the pencil? ☐ cm



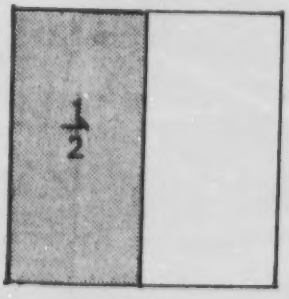
39. How much does the dog weigh? kg

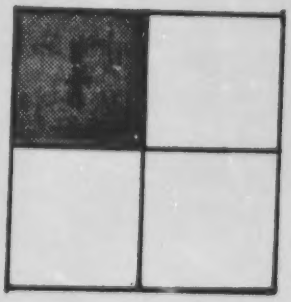
40. How many hours is the trade store open ? hours

41. Here is a picture of $\frac{1}{3}$



Look at the 3 pictures below.
Put an X on the one that shows the smallest fraction.





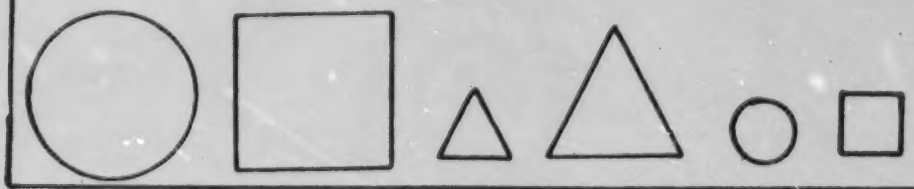
42. Multiply

$$\begin{array}{r} 28 \\ \times\ 4 \\ \hline \\ \hline \end{array}$$

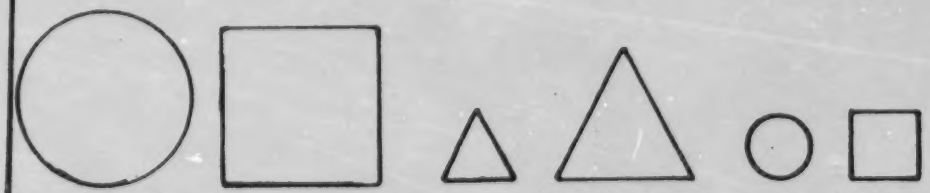
43. Multiply

$$\begin{array}{r} 43 \\ \times\ 15 \\ \hline \\ \hline \end{array}$$

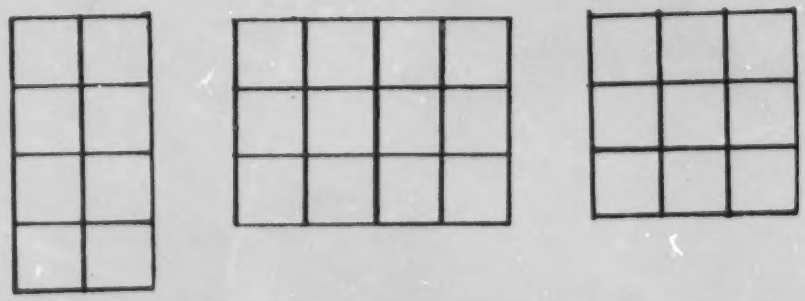
44. Put an X on all the pictures that are big and square.



45. Put an X on all the pictures that are big or square.



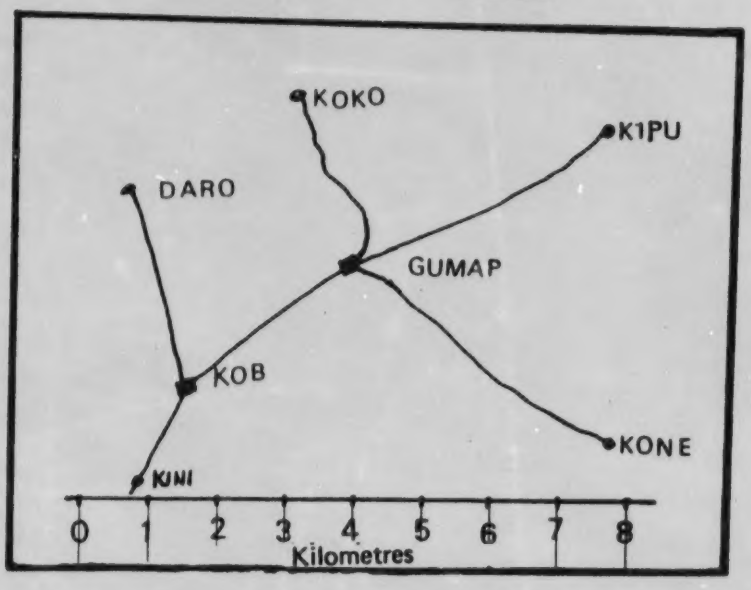
46. Put an X on the picture which has an area of 12 $cm^2$.



47. Hai was 11 years old on 15 January 1980.
What year was Hai born?
Write the year in the box.

48. Look at the map.
How far is it from Gumap to Kob.

km




49. Multiply

$$\begin{array}{r} 143 \\ \times\ 23 \\ \hline \\ \hline \end{array}$$



61

50. Divide

$4\overline{)90}$

51. Divide

$6\overline{)84}$

52. Divide

$14\overline{)322}$

53. Suppose the radio usually costs K60.00.

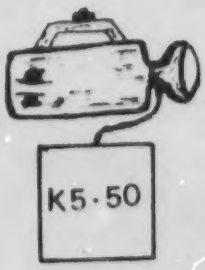
a. How much do you get off?

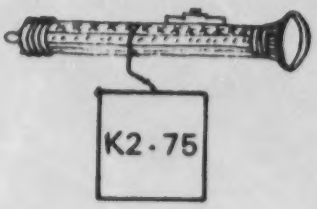
b. How much will it cost?

54. Look at the two lights.

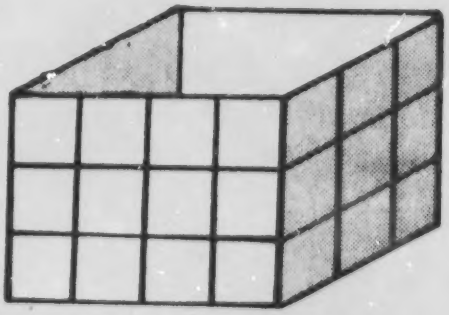
How much do they cost altogether?

How much more does the first one cost?

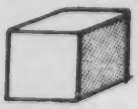



55. How many little blocks will fit in the big box?



box



little block

# PMAT

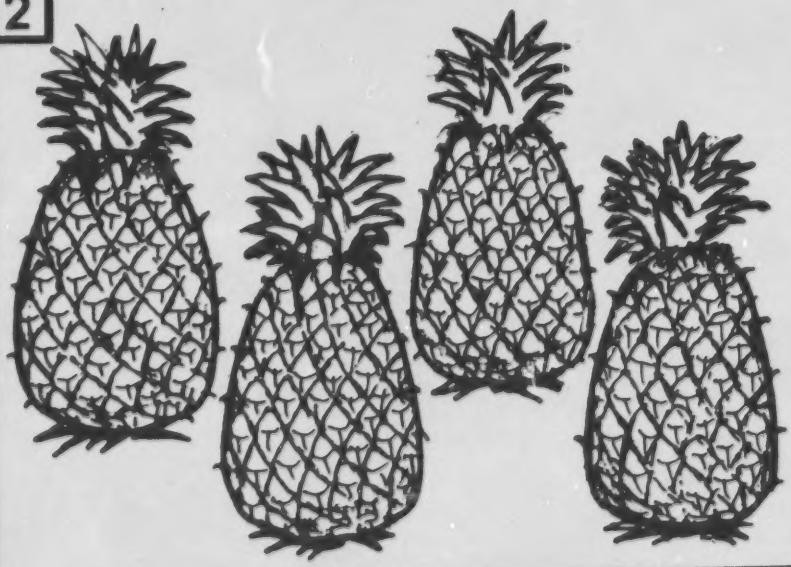
1. Name _____

2. School _____

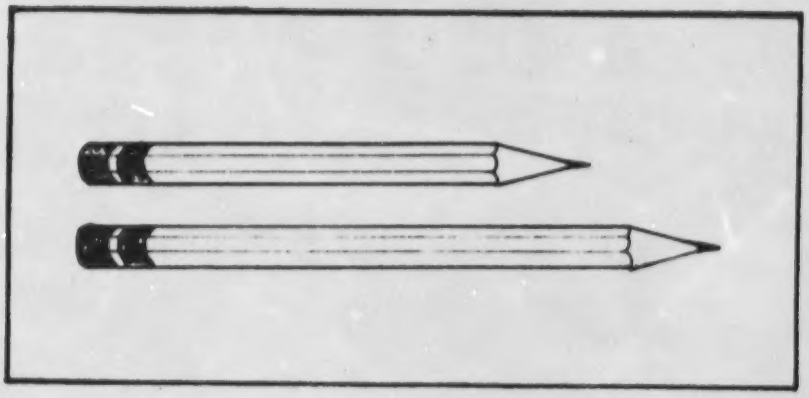
3. Grade ☐ Girl ☐ Boy ☐

1

2



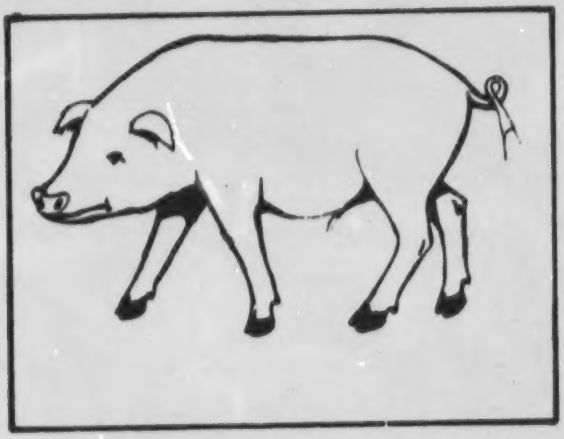
1.



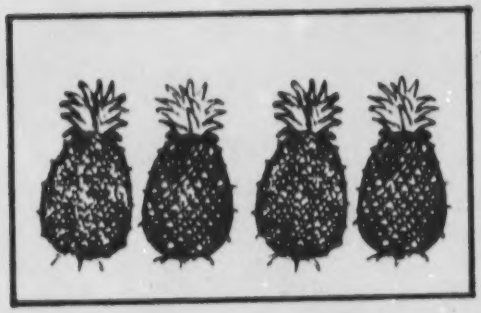
2.

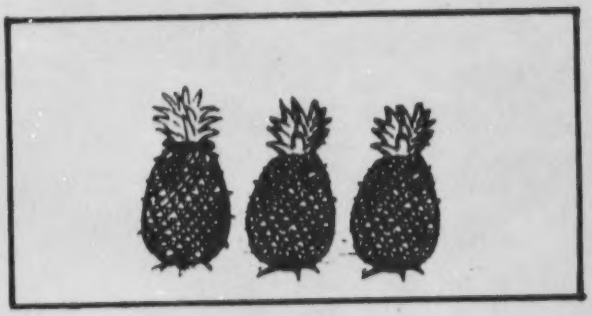
3.

4

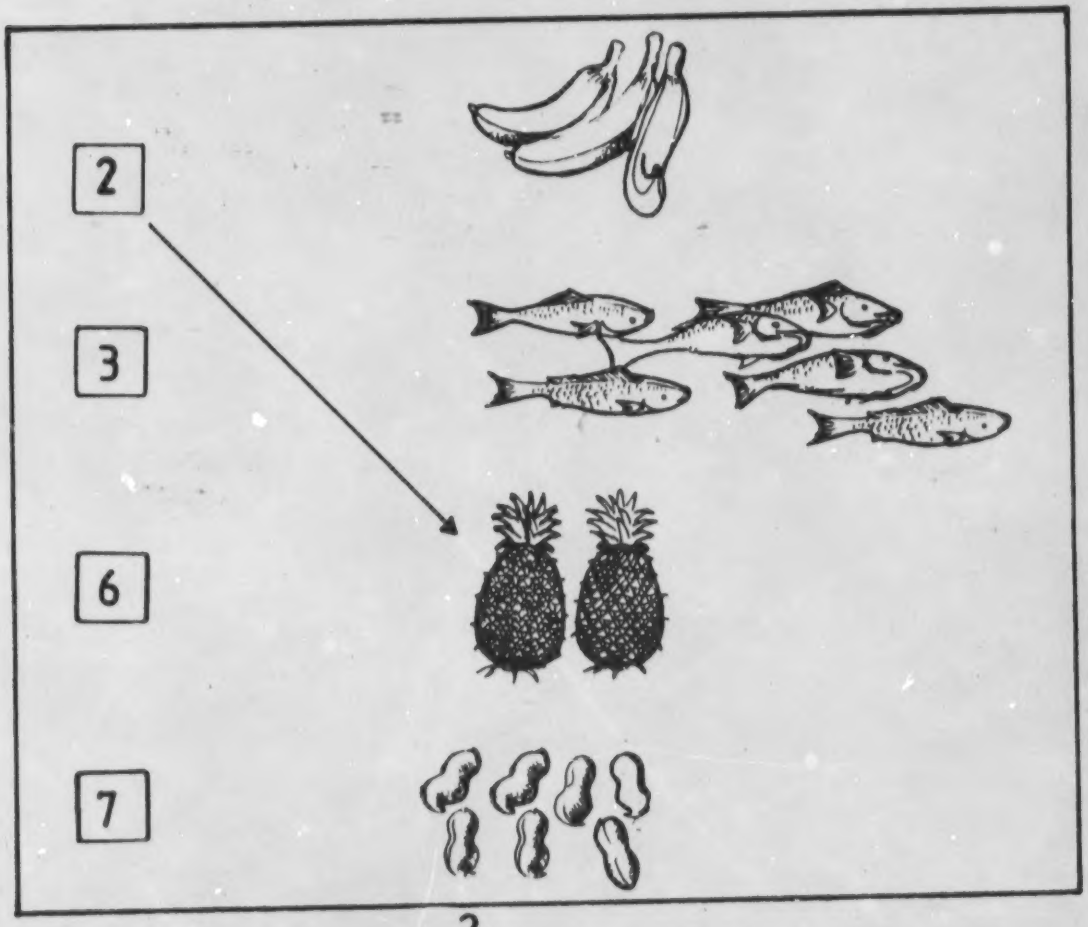


5



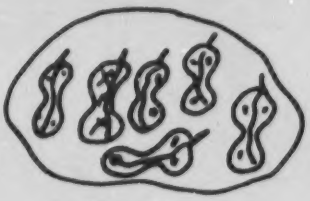


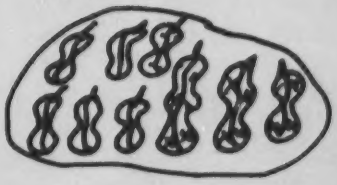
6



7.

2





8.

4 → 1 more → ○

9.

8 → 1 more → ○

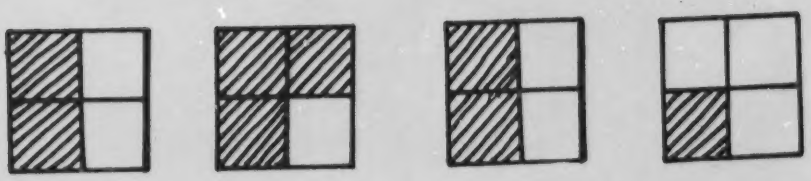
10.

6 → 1 less → ○

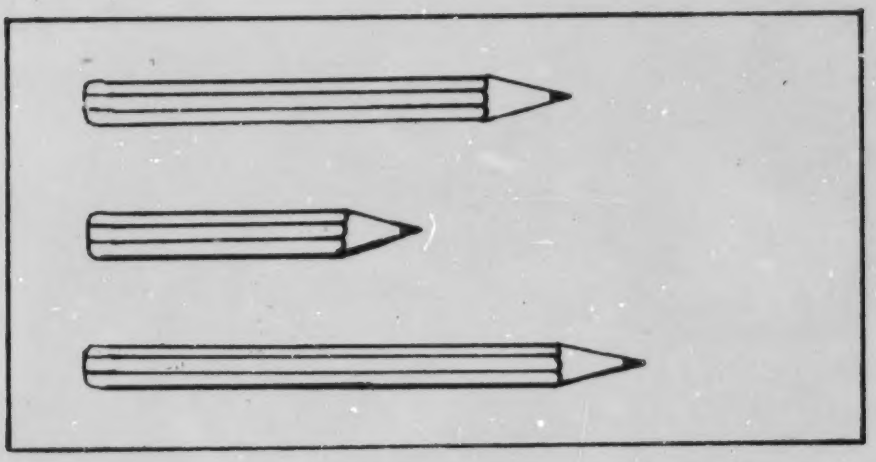
11.

9 → 1 less → ○

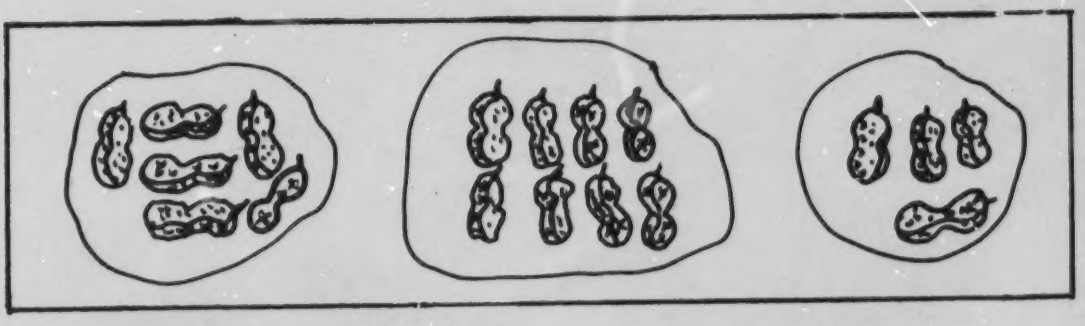
12.



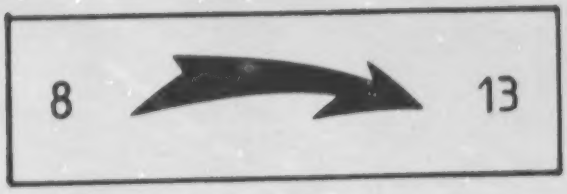
13.



14.

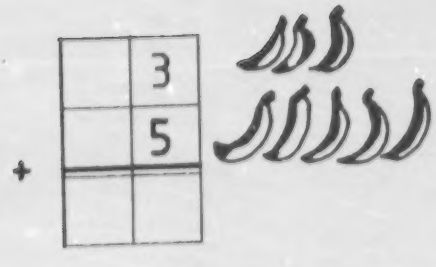


15.

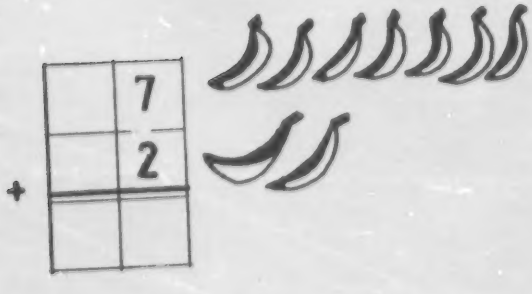



16.

17.




18.



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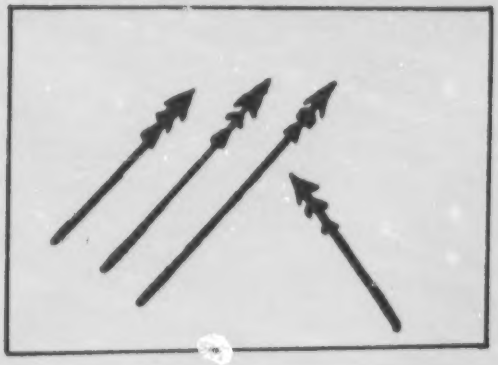

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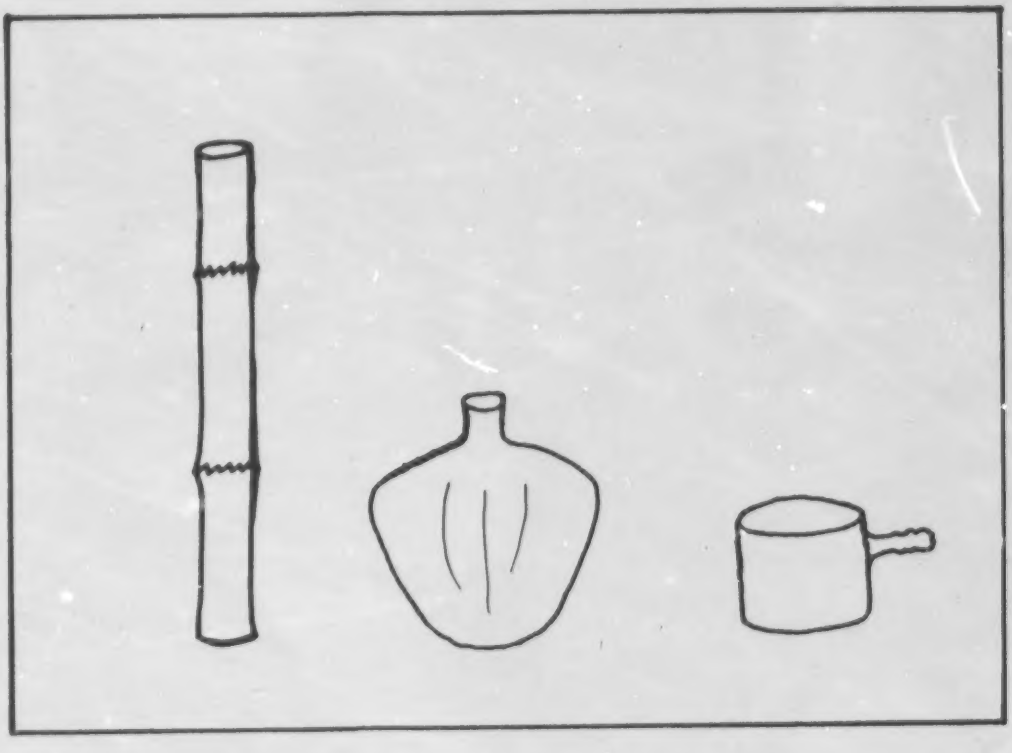

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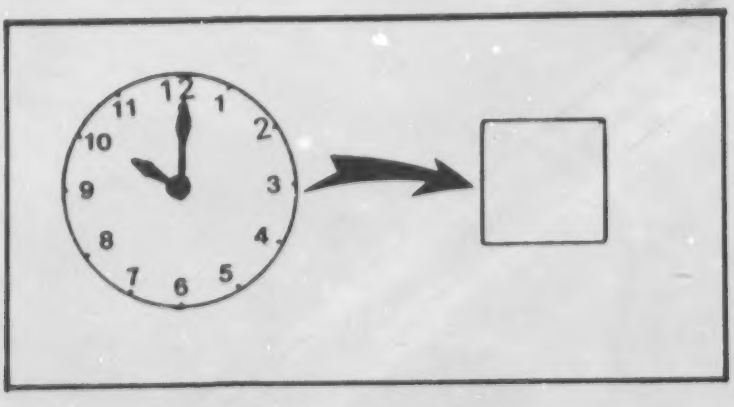
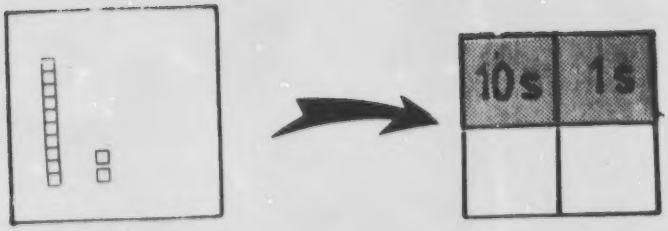
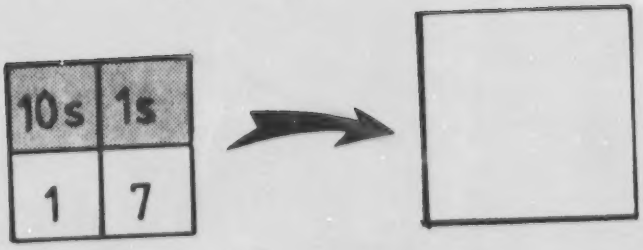


22.

23.




24.



25.

Add.

$$\begin{array}{r} 1\ 5 \\ +\ 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2\ 4 \\ +1\ 8 \\ \hline \\ \hline \end{array}$$

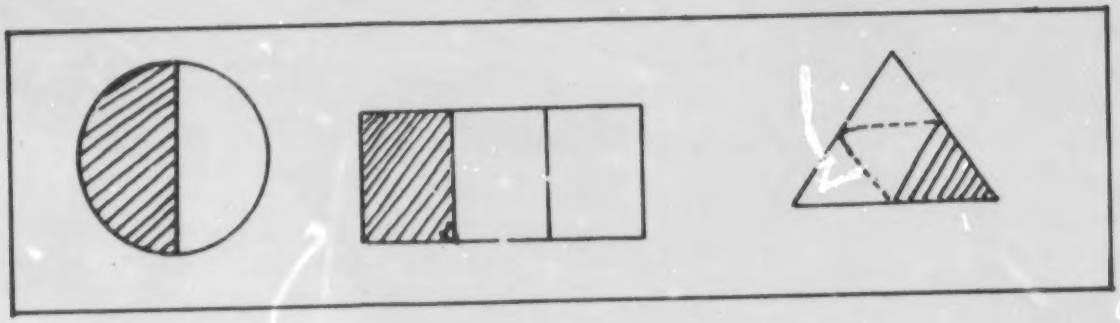
$$\begin{array}{r} 2\ 7\ 3 \\ +1\ 6\ 6 \\ \hline \\ \hline \end{array}$$

26.

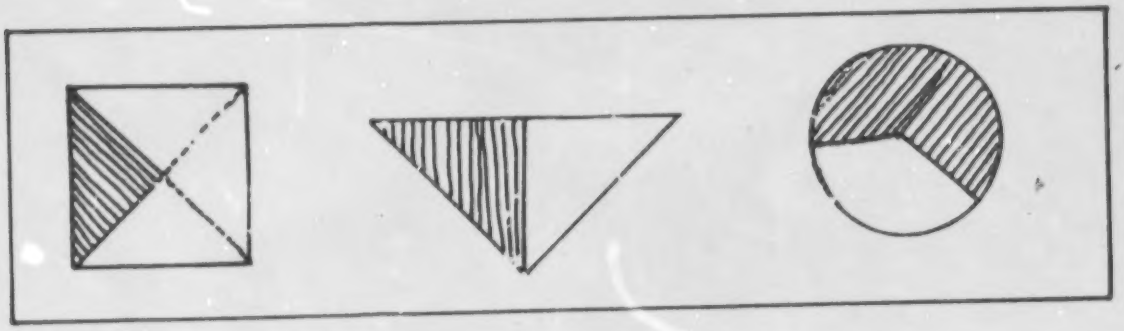
Subtract.

$$\begin{array}{r} 3\ 4 \\ -\ 1\ 7 \\ \hline \\ \hline \end{array}$$

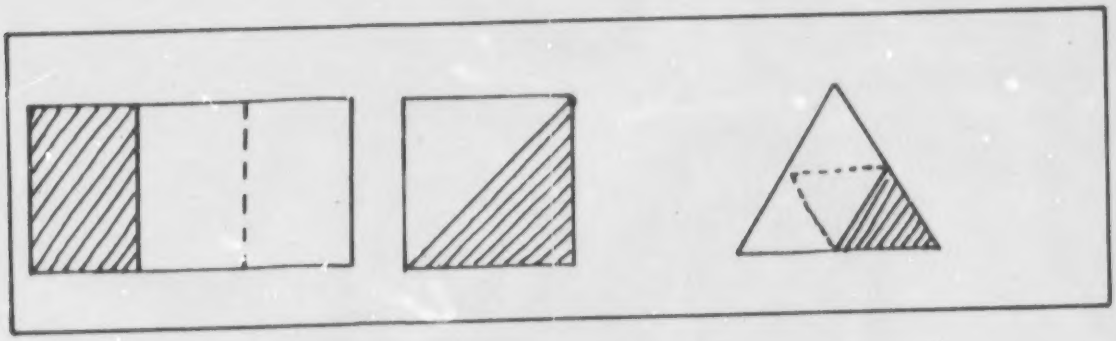
27.



28.

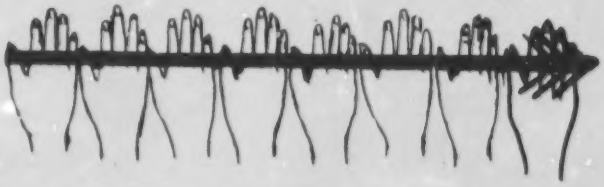


29.



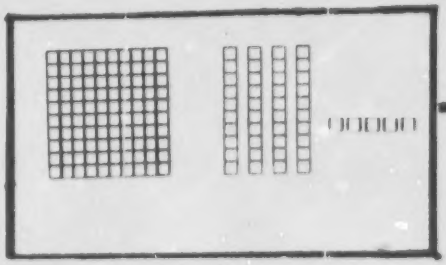
30.

31. How many hands long is the spear?



32. Look at the clock.
What time does it show?
Write the answer in the box.

33. The picture in the box shows a number.
What number is it?
Write the number in the place-value table.




34 Look at the money in the box.
How much money is there?
Write the amount of money in the place-value table.

35.

Multiply

$$\begin{array}{r} 8 \\ \times\ 5 \\ \hline \\ \hline \end{array}$$

36.

Multiply

$$\begin{array}{r} 10 \\ \times\ 7 \\ \hline \\ \hline \end{array}$$

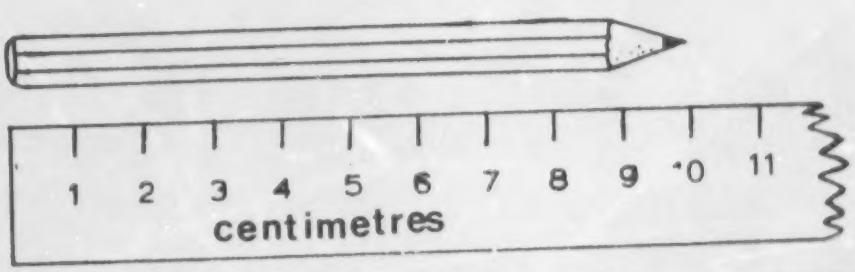
37.

How many 4's in 12 ? (Divide)

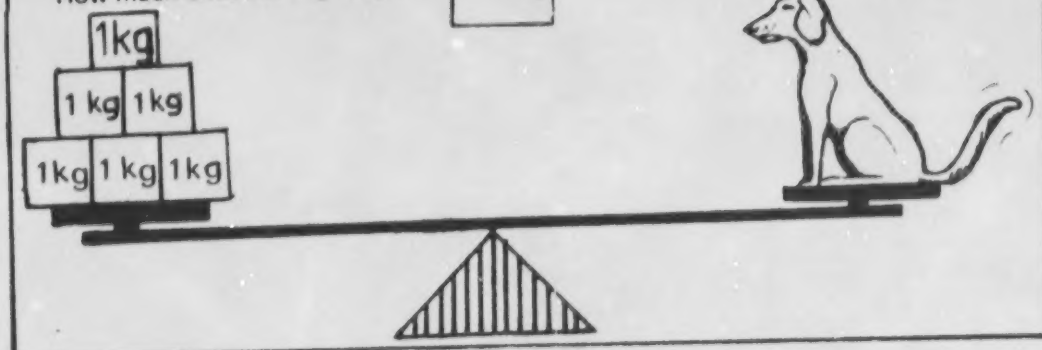
$$4\overline{)12}$$

38.

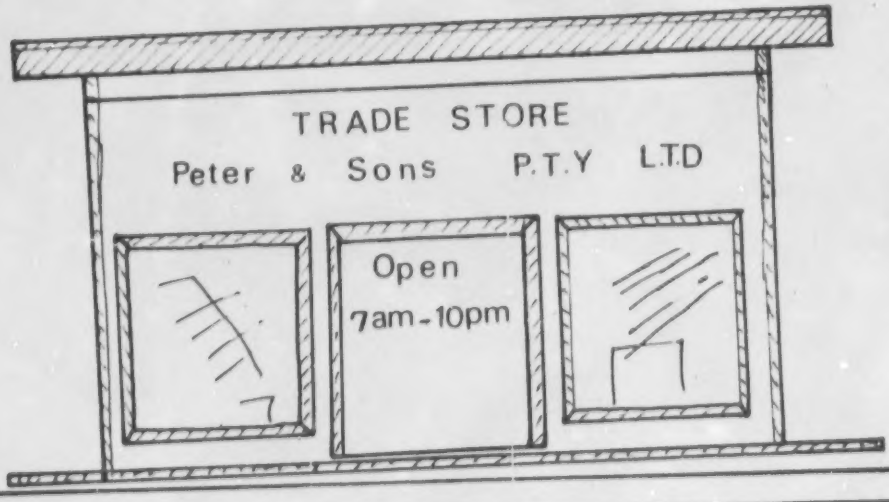
How long is the pencil? ☐ cm



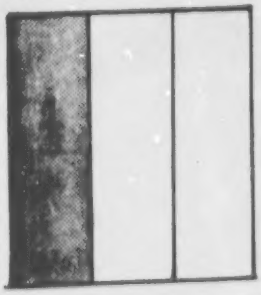
39. How much does the dog weigh? kg



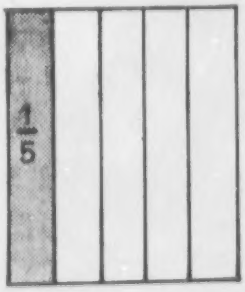

40. How many hours is the trade store open ? hours

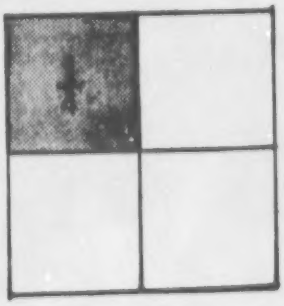



41. Here is a picture of $\frac{1}{3}$



Look at the 3 pictures below.
Put an X on the one that shows the smallest fraction.



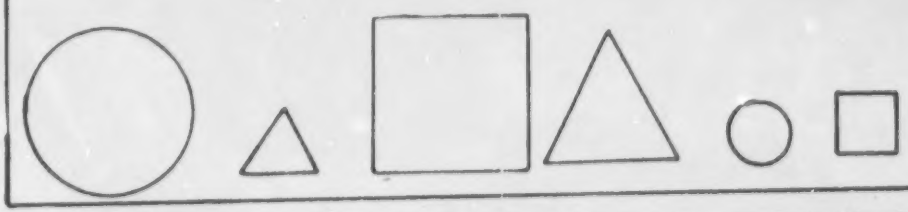
42. Multiply.

$$\begin{array}{r} 27 \\ \times\ 4 \\ \hline \\ \hline \end{array}$$

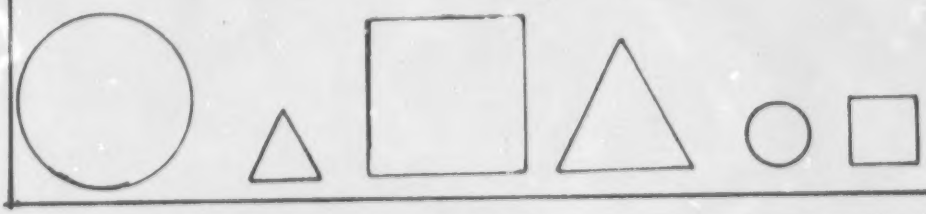
43. Multiply.

$$\begin{array}{r} 44 \\ \times\ 16 \\ \hline \\ \hline \end{array}$$

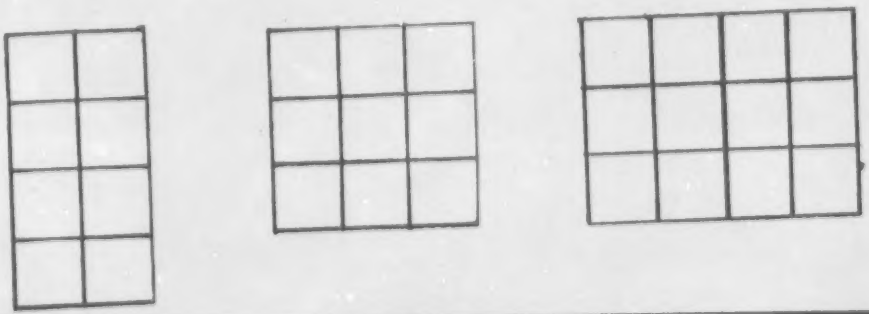
44. Put an X on all the pictures that are big and square.



45. Put an X on all the pictures that are big or square.



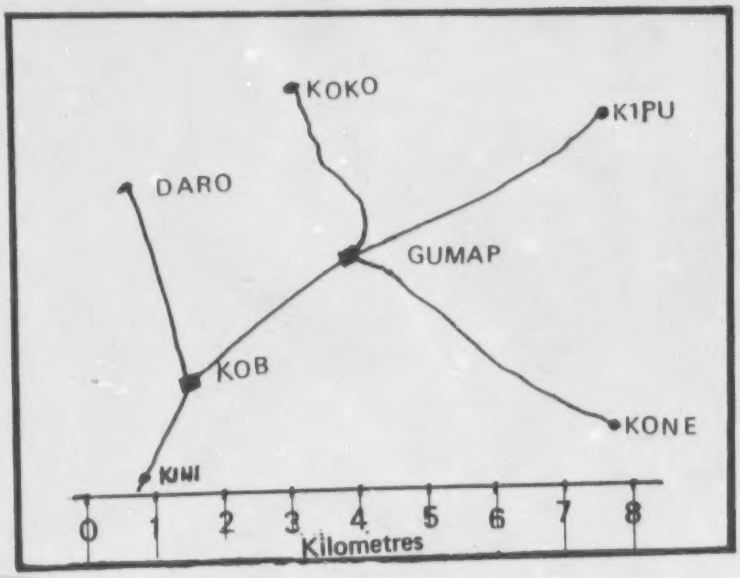
46. Put an X on the picture which has an area of 12 $cm^2$.



47. Hai was 11 years old on 15 January 1980.
What year was Hai born?
Write the year in the box.

48. Look at the map.
How far is it from Gumap to Kob.

km




49. Multiply.

$$\begin{array}{r} 154 \\ \times\ 23 \\ \hline \\ \hline \end{array}$$

50. Divide

$3\overline{)80}$

51. Divide

$8\overline{)96}$

52. Divide

$13\overline{)338}$

53. Suppose the radio usually costs K60.00.

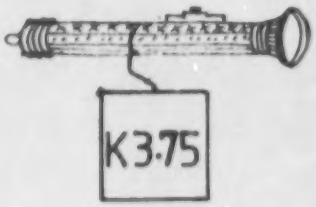
a. How much do you get off?

b. How much will it cost?

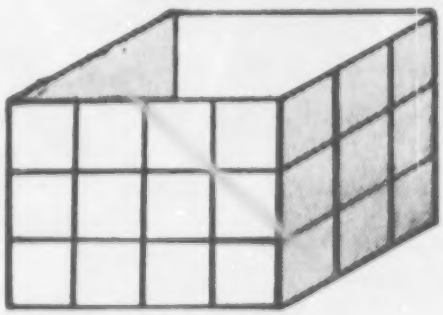
54. Look at the two lights.

How much do they cost altogether?

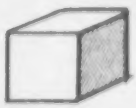
How much more does the first one cost?




55. How many little blocks will fit in the big box?



box



little block

# PMAT

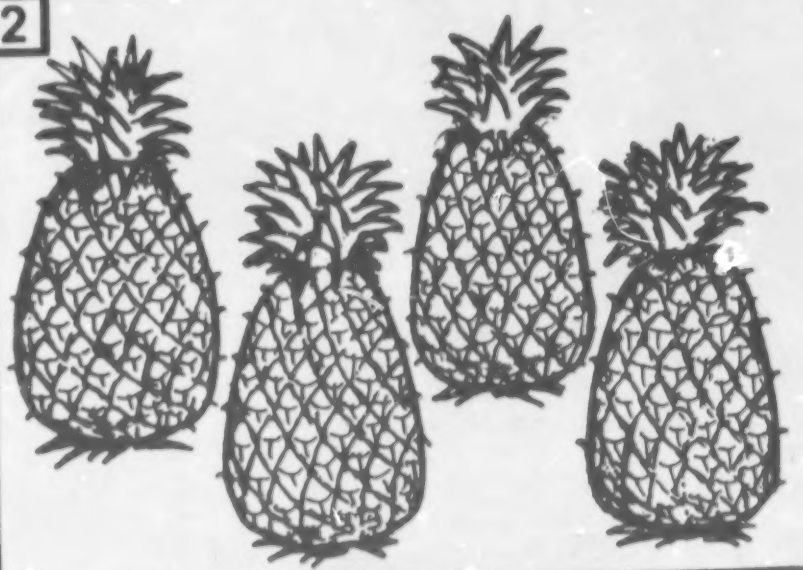
1. Name _____

2. School _____

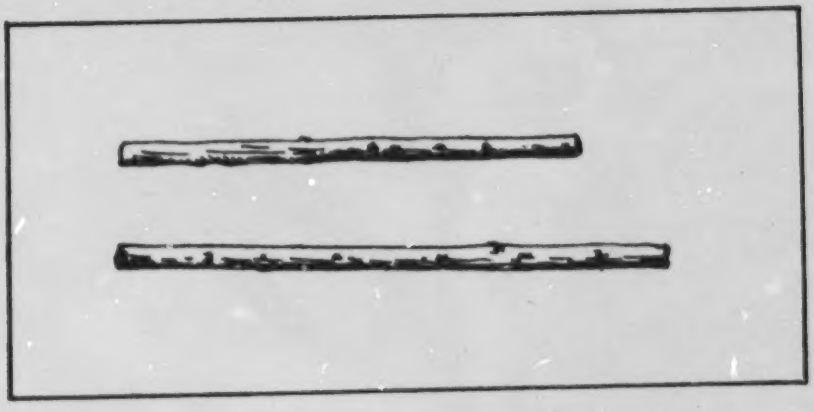
3. Grade ☐ Girl ☐ Boy ☐

1

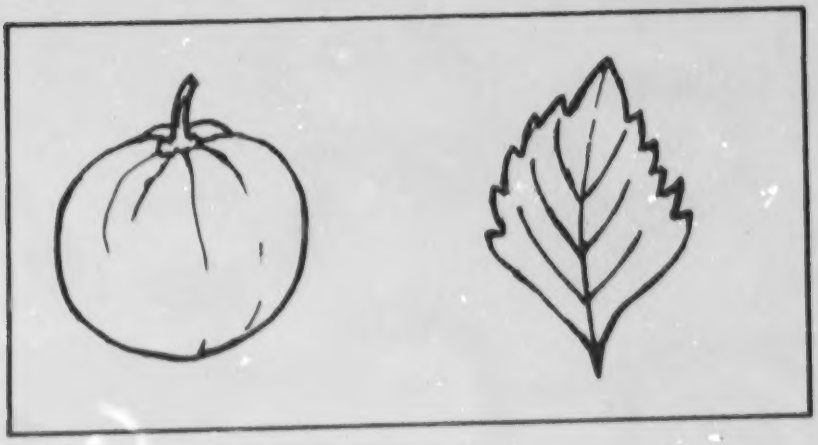
2



1.



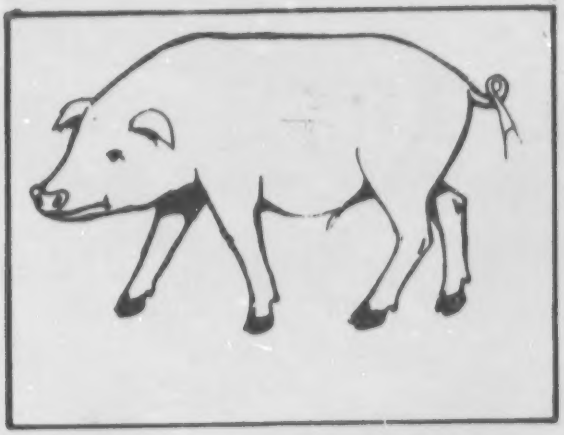
2.



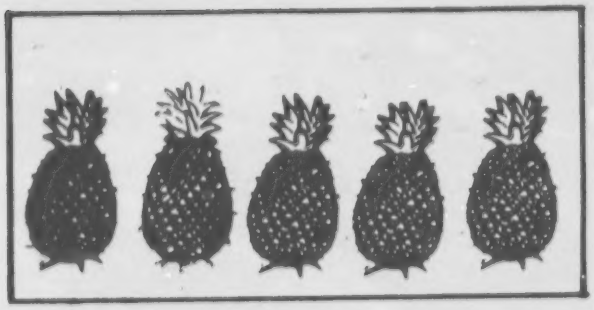
3.

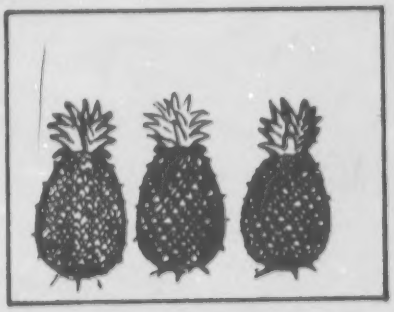
1.

4.

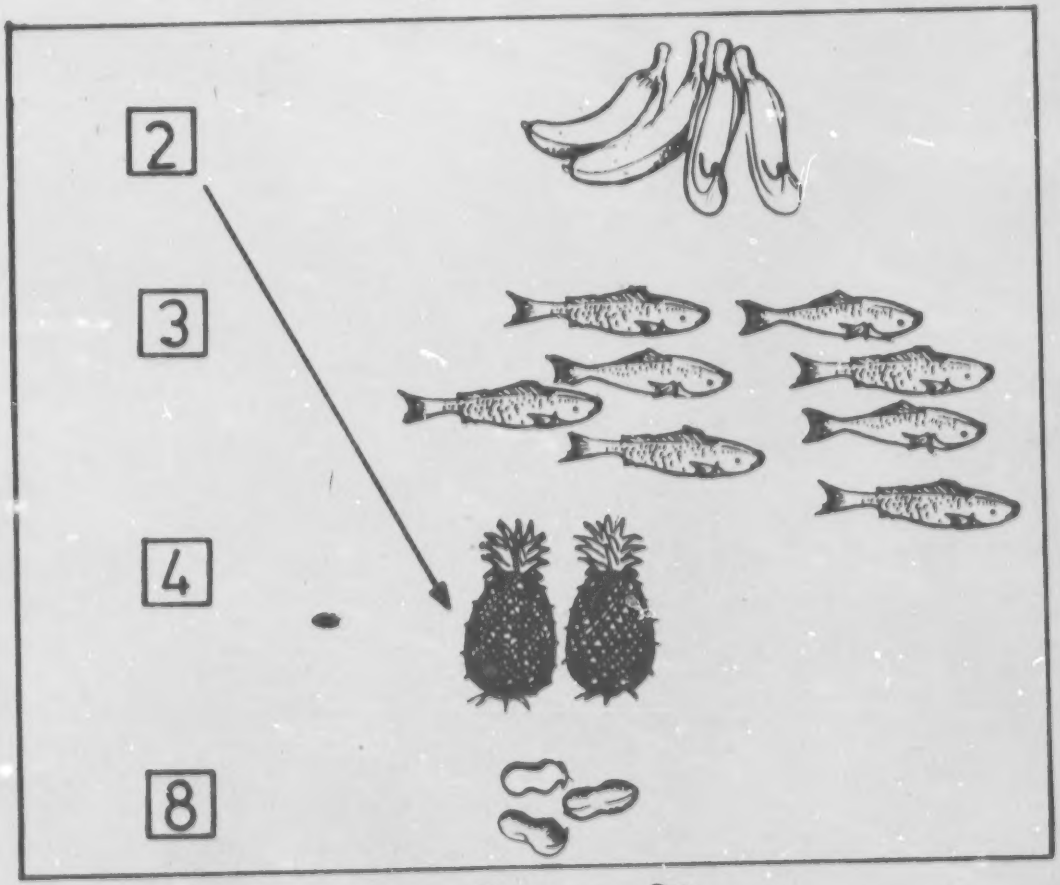


5.

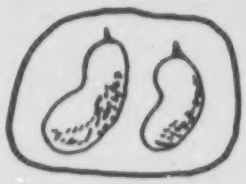


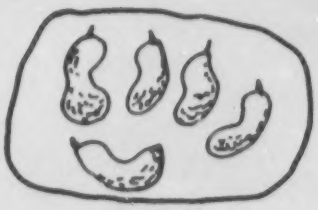


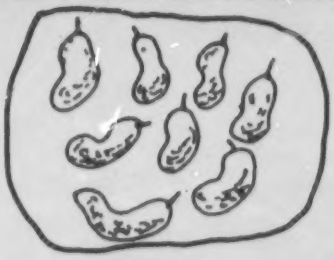
6.



7.







2 ☐ ☐

8. 5 —1-more→ ◯

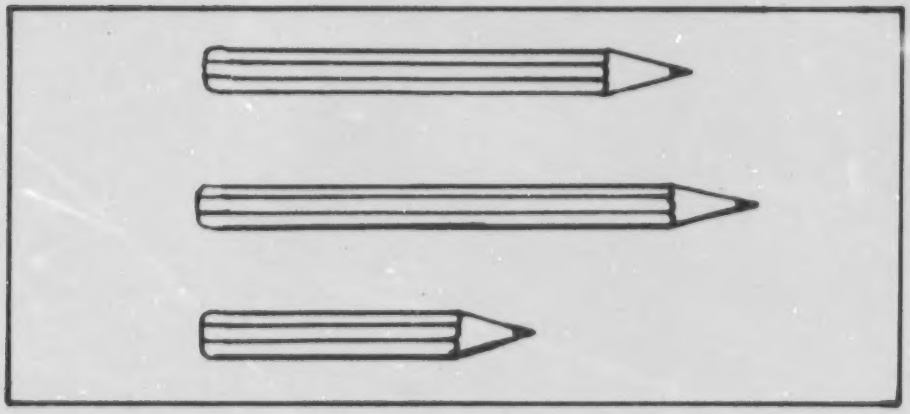
9. 7 —1-more→ ◯

10. 3 —1-less→ ◯

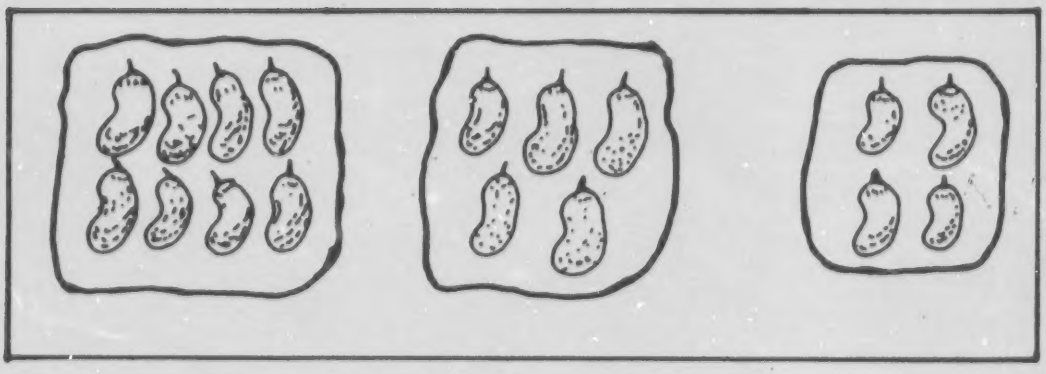
11. 8 —1-less→ ◯

12.

13.



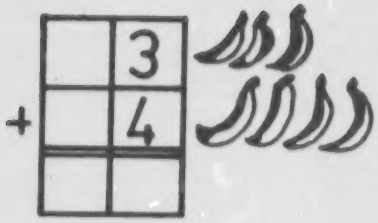
14.

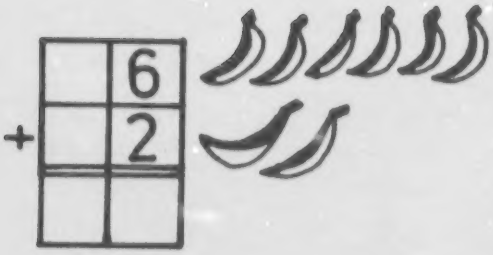


4.

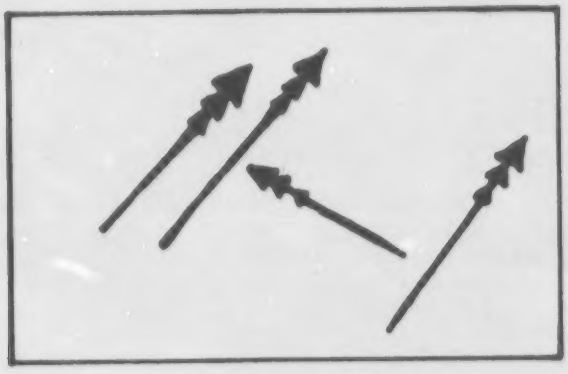
15.


16.


17. 

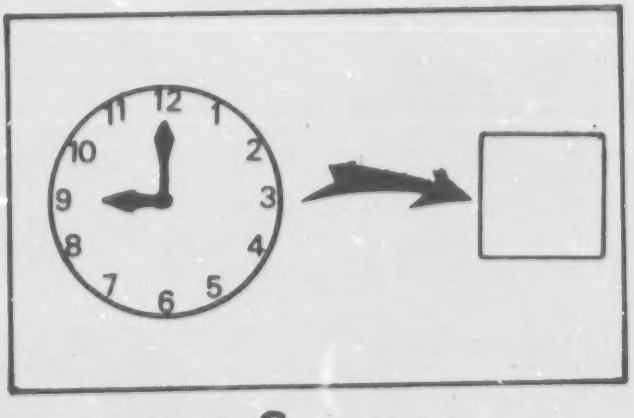

18. 

19



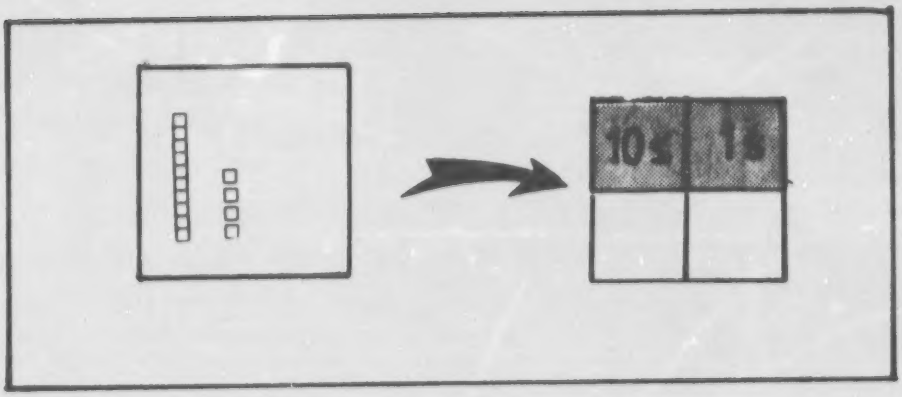
20.

21.

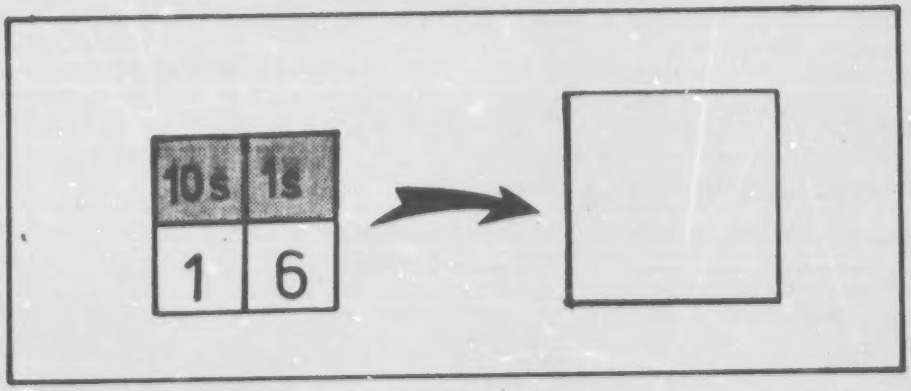


22.

23.




24.



25.

Add

$$\begin{array}{r} 13 \\ +\ 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ +17 \\ \hline \\ \hline \end{array}$$

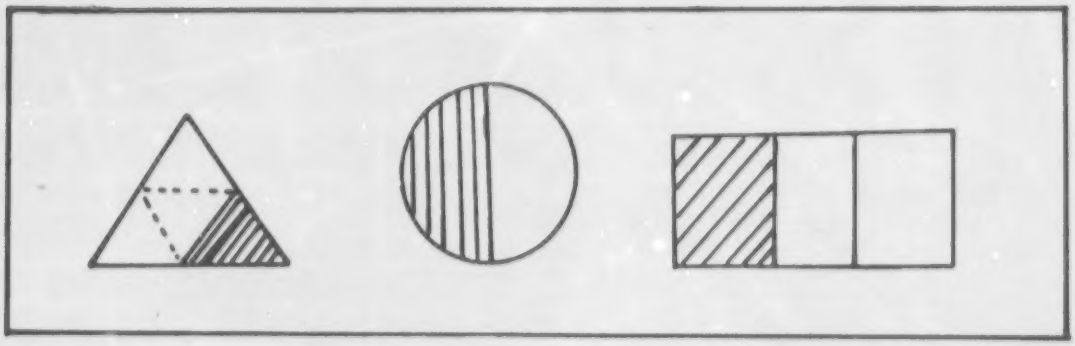
$$\begin{array}{r} 234 \\ +187 \\ \hline \\ \hline \end{array}$$

26.

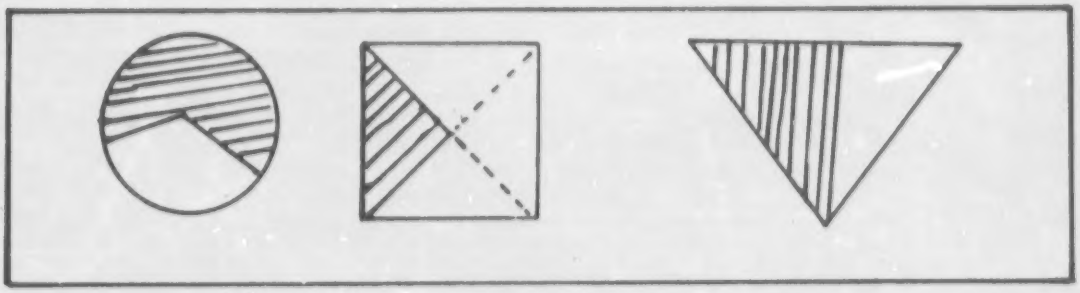
Subtract

$$\begin{array}{r} 35 \\ -16 \\ \hline \\ \hline \end{array}$$

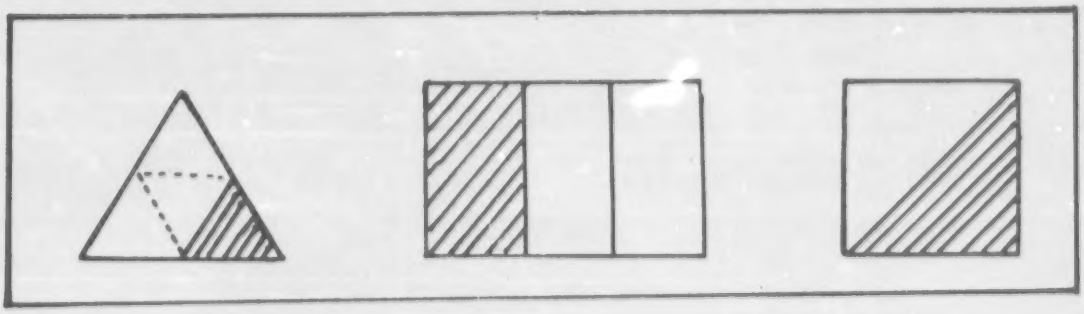
27.



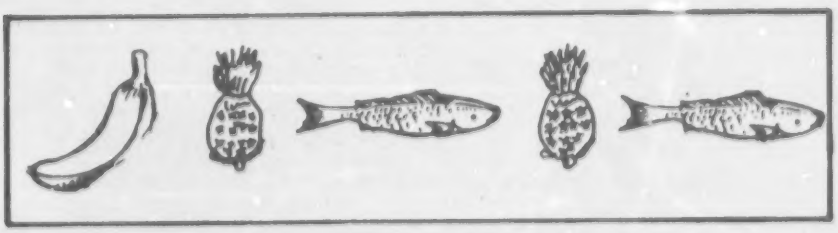
28.



29.

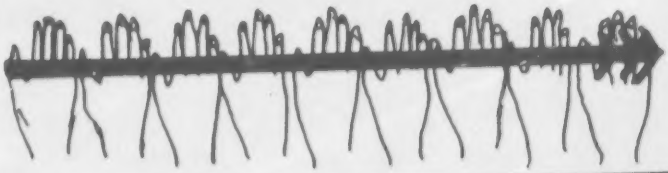


30.



31

How many hands long is the spear?

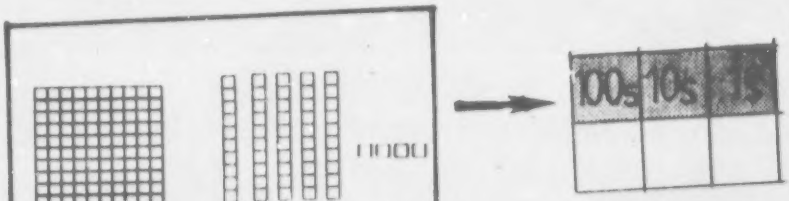


32.

Look at the clock.
What time does it show?
Write the answer in the box.

33

The picture in the box shows a number.
What number is it?
Write the number in the place-value table.




34

Count the money in the box.
Write the anount of money in the place-value table.

35. Multiply

$$\begin{array}{r} 9 \\ \times\ 5\bullet \\ \hline \\ \hline \end{array}$$

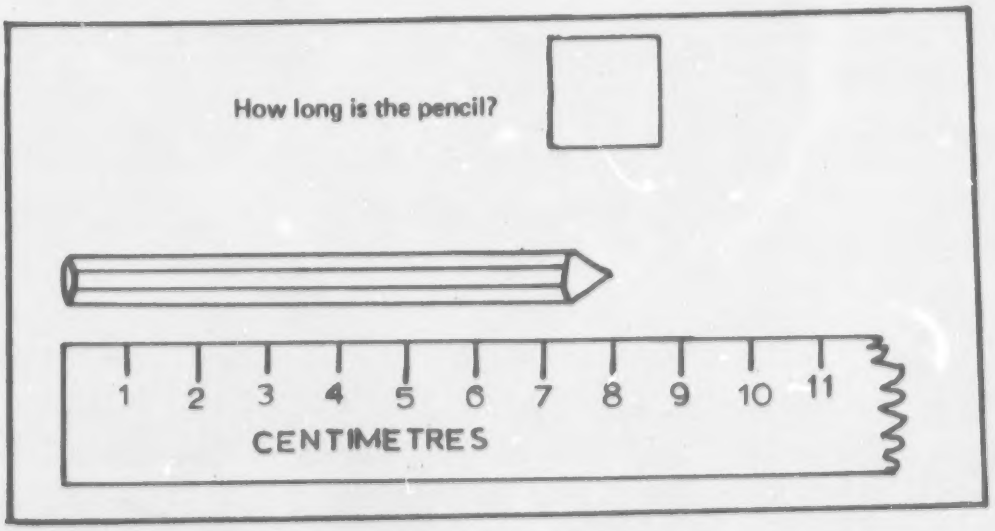
36. Multiply

$$\begin{array}{r} 10 \\ \times\ 4 \\ \hline \\ \hline \end{array}$$

37. How many 3's in 15? (Divide)

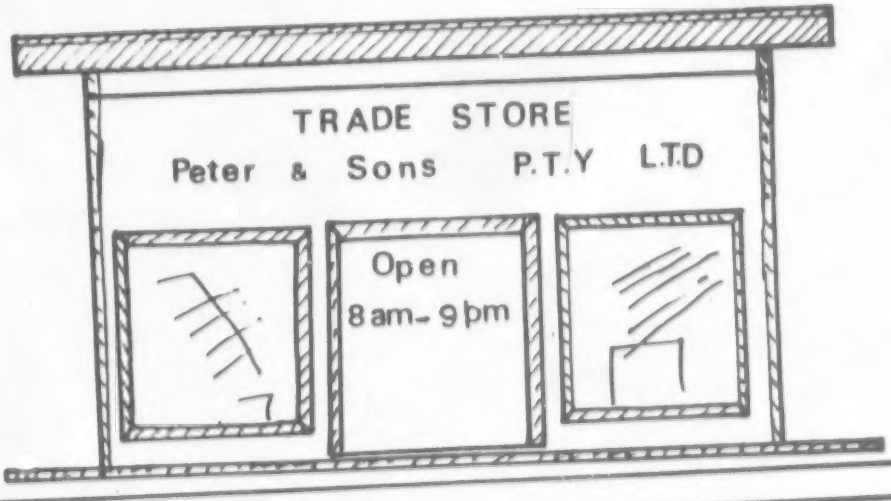
$$3\overline{)\,15}$$

38.

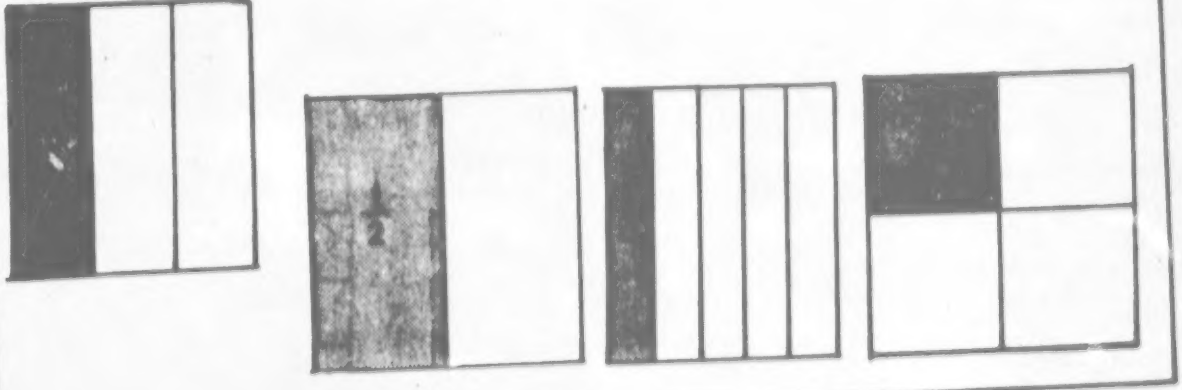


39. How much does the dog weigh?

40. How many hours is the trade store open?




41. Look at the 3 pictures below.
Put an X on the one that shows the smallest fraction.



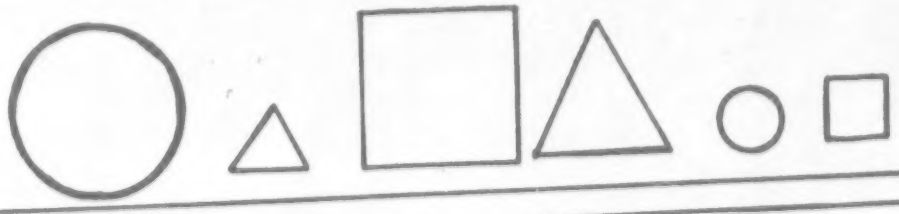
42. Multiply

$$\begin{array}{r} 26 \\ \times\ 4 \\ \hline \\ \hline \end{array}$$

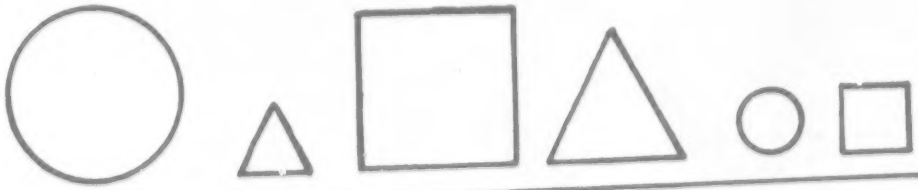
43. Multiply

$$\begin{array}{r} 53 \\ \times\ 16 \\ \hline \\ \hline \end{array}$$

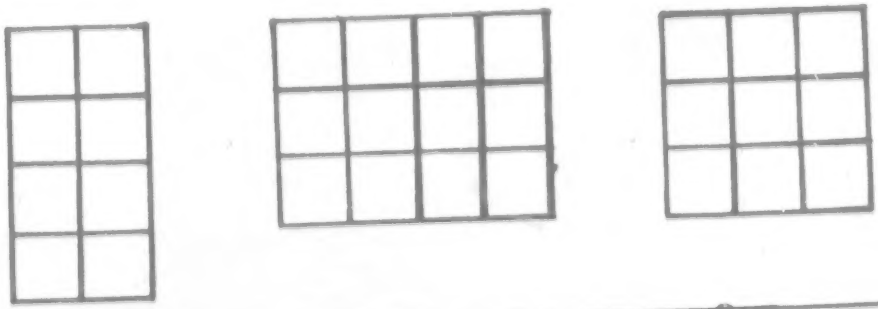
44. Put an X on all the pictures that are big and square.



45. Put an X on all the pictures that are big or square.



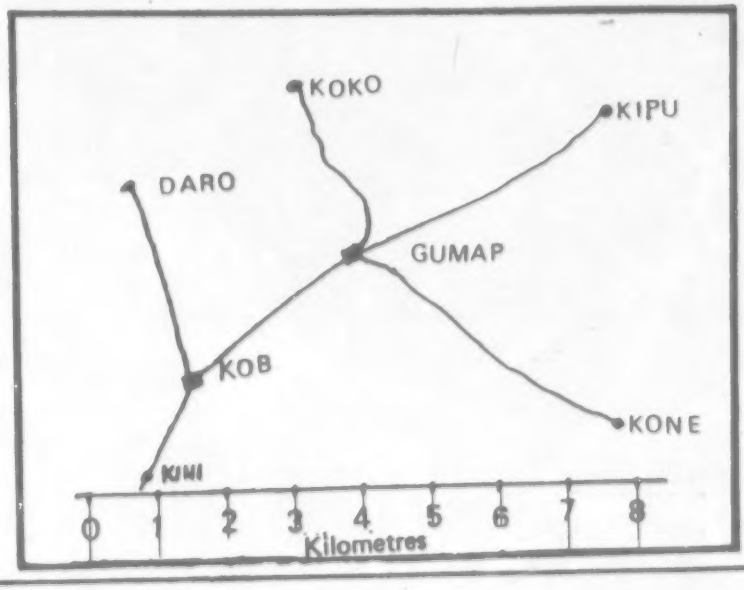
46. Put an X on the picture which has an area of 12 $cm^2$.



47. Hai was 12 years old on 15 January 1980.
What year was Hai born?
Write the year in the box.

48. Look at the map.
How far is it from Gumap to Kone?
Write the answer in the box.

km




49 Multiply

$$\begin{array}{r} 164 \\ \times\ 24 \\ \hline \\ \hline \\ \hline \end{array}$$

50. Divide

$4\overline{)90}$

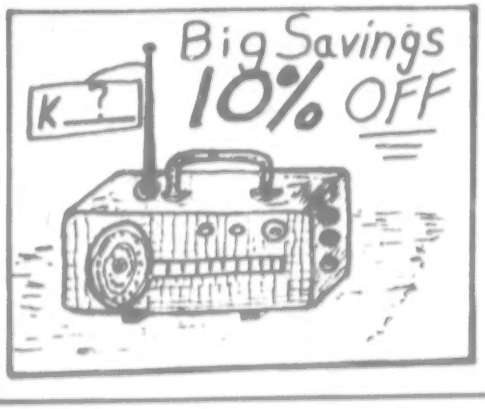
51. Divide

$7\overline{)91}$

52. Divide

$14\overline{)336}$

53. Suppose the radio usually costs K60.00.

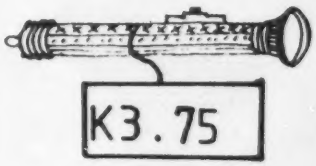



a. How much do you get off?

b. How much will it cost?

54.

Look at these two lights.

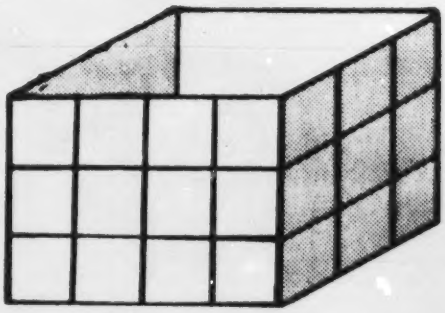



How much do they cost altogether? ☐

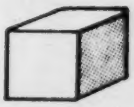
How much more does the first one cost? ☐

55.

How many little blocks will fill the big box? ☐



box



little block

I.M.P 1980

# TEST OF ARITHMETIC SKILLS

Name..... Grade..... School.....

| | | | |
|---|---|---|---|
| 1. $\begin{array}{r} 3 \\ +5 \\ \hline \\ \hline \end{array}$ | 2. $\begin{array}{r} 16 \\ +7 \\ \hline \\ \hline \end{array}$ | 3. $\begin{array}{r} 46 \\ +18 \\ \hline \\ \hline \end{array}$ | 4. $\begin{array}{r} 104 \\ +38 \\ \hline \\ \hline \end{array}$ |
| 5. $\begin{array}{r} 508 \\ 256 \\ +57 \\ \hline \\ \hline \end{array}$ | 6. $\begin{array}{r} 9 \\ -3 \\ \hline \\ \hline \end{array}$ | 7. $\begin{array}{r} 27 \\ -15 \\ \hline \\ \hline \end{array}$ | 8. $\begin{array}{r} 36 \\ -18 \\ \hline \\ \hline \end{array}$ |
| 9. $\begin{array}{r} 341 \\ -57 \\ \hline \\ \hline \end{array}$ | 10. $\begin{array}{r} 204 \\ -27 \\ \hline \\ \hline \end{array}$ | 11. $\begin{array}{r} 3 \\ \times 2 \\ \hline \\ \hline \end{array}$ | 12. $\begin{array}{r} 21 \\ \times 7 \\ \hline \\ \hline \end{array}$ |

Page 2

13.

$$\begin{array}{r} 34 \\ \times\ 6 \\ \hline \\ \hline \end{array}$$

14.

$$\begin{array}{r} 78 \\ \times\ 29 \\ \hline \\ \hline \\ \hline \end{array}$$

15.

$$\begin{array}{r} 207 \\ \times\ 68 \\ \hline \\ \hline \\ \hline \end{array}$$

16. $4\overline{)12}$

17. $6\overline{)84}$

18. $7\overline{)229}$

19. $19\overline{)437}$

20. $44\overline{)297}$

IMP 1980/2

# TEST OF ARITHMETIC SKILLS

Name_____Grade_____School_____

| | | | |
|---|---|---|---|
| 1. $\begin{array}{r} 4 \\ +5 \\ \hline \\ \hline \end{array}$ | 2. $\begin{array}{r} 17 \\ +\ 6 \\ \hline \\ \hline \end{array}$ | 3. $\begin{array}{r} 48 \\ +16 \\ \hline \\ \hline \end{array}$ | 4. $\begin{array}{r} 104 \\ +\ 47 \\ \hline \\ \hline \end{array}$ |
| 5. $\begin{array}{r} 507 \\ 266 \\ +\ 68 \\ \hline \\ \hline \end{array}$ | 6. $\begin{array}{r} 9 \\ -\ 4 \\ \hline \\ \hline \end{array}$ | 7. $\begin{array}{r} 28 \\ -14 \\ \hline \\ \hline \end{array}$ | 8. $\begin{array}{r} 34 \\ -18 \\ \hline \\ \hline \end{array}$ |
| 9. $\begin{array}{r} 431 \\ -\ 56 \\ \hline \\ \hline \end{array}$ | 10. $\begin{array}{r} 203 \\ -36 \\ \hline \\ \hline \end{array}$ | 11. $\begin{array}{r} 4 \\ \times 2 \\ \hline \\ \hline \end{array}$ | 12. $\begin{array}{r} 21 \\ \times 8 \\ \hline \\ \hline \end{array}$ |

Page 2

13. $36 \times 4$

14. $87 \times 29$

15. $206 \times 57$

16. $3\overline{)12}$

17. $6\overline{)96}$

18. $6\overline{)212}$

19. $19\overline{)426}$

20. $34\overline{)286}$

IMP 1980/3

# TEST OF ARITHMETIC SKILLS

Name_____ Grade_____ School_____

| | | | |
|---|---|---|---|
| 1. $\begin{array}{r} 3 \\ +5 \\ \hline \\ \hline \end{array}$ | 2. $\begin{array}{r} 18 \\ +4 \\ \hline \\ \hline \end{array}$ | 3. $\begin{array}{r} 46 \\ +17 \\ \hline \\ \hline \end{array}$ | 4. $\begin{array}{r} 105 \\ +49 \\ \hline \\ \hline \end{array}$ |
| 5. $\begin{array}{r} 257 \\ 406 \\ +48 \\ \hline \\ \hline \end{array}$ | 6. $\begin{array}{r} 8 \\ -3 \\ \hline \\ \hline \end{array}$ | 7. $\begin{array}{r} 36 \\ -12 \\ \hline \\ \hline \end{array}$ | 8. $\begin{array}{r} 42 \\ -18 \\ \hline \\ \hline \end{array}$ |
| 9. $\begin{array}{r} 342 \\ -75 \\ \hline \\ \hline \end{array}$ | 10. $\begin{array}{r} 205 \\ -47 \\ \hline \\ \hline \end{array}$ | 11. $\begin{array}{r} 3 \\ \times 3 \\ \hline \\ \hline \end{array}$ | 12. $\begin{array}{r} 21 \\ \times 5 \\ \hline \\ \hline \end{array}$ |

Page 2

13. $43 \times 7$

14. $87 \times 38$

15. $305 \times 86$

16. $5\overline{)15}$

17. $8\overline{)96}$

18. $7\overline{)246}$

19. $19\overline{)447}$

20. $54\overline{)269}$

(BA/1980) READING TEST

Name _____ Age _____ Grade _____

School _____

Put a circle around the word that makes the sentence right.

Example

A dog has four | legs | ears | run | bark

The children walk to | blue | his | school | little

---

1. They worked all afternoon in the hot | moon | sweat | sun | clouds

2. He walked down to the river and stopped at the edge of the | fish | water | shoes | rain

3. He made a fire to cook the | meat | salt | smoke | matches

4. He tried to pick the pig up, but it was too | delicious | heavy | noisy | running

5. She boiled some water in a | wind | kettle | door | bag

6. The ground became very dry and the crops didn't

| |
|---|
| burn |
| dig |
| grow |
| eat |

7. That night it began to rain

| |
|---|
| heavily |
| muddy |
| lost |
| umbrella |

8. I haven't got much money

| |
|---|
| up |
| left |
| bank |
| spend |

9. They couldn't pay attention to their lessons, and many times the teacher told them to stop

| |
|---|
| flying |
| swimming |
| talking |
| books |

10. The people gathered round to see what would

| |
|---|
| circle |
| crowd |
| happen |
| eye |

11. The river was rough, and he lost his balance and fell into the water with a loud

| |
|---|
| boat |
| cut |
| backwards |
| splash |

12. Peter pushed him away and the boy fell

| |
|---|
| over |
| cruel |
| happily |
| into |

13. He has plenty of warm clothes, so he doesn't feel the

| |
|---|
| shirt |
| fire |
| cold |
| road |

14. It was dark when he woke | by | on | in | up

15. The owner of the stolen things was happy to get them | police | back | cried | stove

16. The box was too heavy to move, so I left it | there | everywhere | nothing | square

17. On market day she always got up early and took her things to | warm | sew | town | tea

18. The bag burst and a lot of coins fell out on the | flat | floor | dirty | down

19. He jumped up quickly and ran | among | against | apart | away

20. When I have a problem, I sit down and think about it | head | worry | first | sleep

21. No rain had fallen for many | lakes | weeks | cakes | water

22. We got an ambulance to take the old man to

| |
|---|
| sick |
| faint |
| hospital |
| accident |

23. On Saturday afternoon Tom went for a ride on his

| |
|---|
| kite |
| longer |
| quickly |
| bicycle |

24. The old man was asleep, so Willima sat beside the bed and waited for him to wake

| |
|---|
| up |
| through |
| on |
| during |

25. He saw some men running towards

| |
|---|
| him |
| escape |
| itself |
| bravely |

(EW/1977) READING TEST

Name _____ Age _____ Grade _____

School _____

Put a circle around the word that makes the sentence right.

Examples

(a) A dog has four | legs | ears | run | bark

(b) The children walk to | blue | his | school | little

---

1. Look at the fish in the | table | eat | water | catch

2. Baby is crying for his | other | loud | look | mother

3. The boy who fell down was | hurt | hide | have | hear

4. Lots of people saw the plane take | off | in | upon | out

5. The cat is hungry; it wants some | toys | eat | food | children

6. Mother said goodbye to her | angry | their | children | sleeping

7. Joe will win the runring

| |
|---|
| fast |
| race |
| spear |
| swim |

8. Coconuts and bananas are

| |
|---|
| garden |
| fruit |
| eat |
| soft |

9. All the people sang and danced at the

| |
|---|
| morning |
| mat |
| feast |
| presents |

10. What colour is Mary's new

| |
|---|
| dress |
| song |
| laugh |
| sometimes |

11. When Mele fell over she shouted for

| |
|---|
| quick |
| help |
| come |
| stop |

12. The driver of the truck did not see the poor little

| |
|---|
| more |
| walk |
| sleeping |
| cat |

13. The two sisters picked some yellow flowers for their

| |
|---|
| happy |
| mother |
| tea |
| pretty |

14. We grow good food in our

| |
|---|
| hungry |
| garden |
| chairs |
| here |

15. On Sunday we do not go to

| |
|---|
| home |
| straight |
| school |
| shout |

16. The plane has just left the | suitcase | airport | morning | open

17. Most people can run faster than they | stop | go | walk | running

18. There are many grains of sand on the | rocks | trees | beach | play

19. Little seeds grow into tall | trees | house | branch | climbs

20. Lisa opened her presents on her | toy | party | give | birthday

21. The pupils are drawing pictures with their | eyes | pencils | painting | ruler

22. Jimmy spend his money at the | shop | bike | road | book

23. When the car broke down, the driver had to | walk | wall | stand | stood

24. Cake, chocolate and sugar are all | sour | picked | sweet | kitchen

25. Every year school pupils have a long Christmas

| |
|---|
| holiday |
| present |
| lesson |
| annual |

26. The heavy truck was travelling so fast that it could not turn the

| |
|---|
| road |
| bridge |
| corner |
| over |

27. When pupils finish primary school they go to

| |
|---|
| home |
| secondary school |
| shopping |
| university |

28. There had been so little rain that the people were short of

| |
|---|
| farms |
| water |
| paper |
| thirsty |

29. The strong wind knocked the tiny canoe

| |
|---|
| rough |
| upset |
| over |
| blew |

30. If you do not save your money, you will never get

| |
|---|
| poor |
| rich |
| wise |
| hungry |

31. It is the job of the teacher to help pupils

| |
|---|
| school |
| learn |
| lesson |
| interest |

32. Tim practised hard for the race, but he was not fast

| |
|---|
| slow |
| quickly |
| running |
| enough |

33. Many children were late for school because the truck broke

| |
|---|
| away |
| stopped |
| up |
| down |

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